

NEW YORK JOURNAL.

Vol. III.—No. 83.

NEW YORK, SATURDAY, AUGUST 24, 1872.

Price Five Cents.



Translated from the Spanish by Sir John Bowring.
TO THE FORGET-ME-NOT.

FLOR MODESTA Y DELICADA.

Sweet flower, whose azure eyes are seen
Soft-peering thru those lids of green
With sudden tears, and thoughts of home,
Thou heedest not the reveries
Of glancing birds and singing bees.
"I shun to be
The comfort of the world, to be
Not to adorn the warrior's shrine,
But, happier lot!
Upon the snowy, hoaving breast
Of gentle maid to smile and rest—
Forget-me-not!

oft wand'ring on a foreign shore,
The exile's eyeballs, brimming o'er,
With sudden tears,
Look upon these, and thoughts of home,
In melancholy visions come—
In doubts and fears.
Thou gatherest up thine own perfections,
Shrinking from sunlight and from shade,
The neighboring spot,
Sweet flower of memory, whence now
Thy gentle name in accents low—
Forget-me-not!

Thou art a mystical record
Of promised faith and plighted word,
Pleasure and pain;
And sometimes musing over these,
A half-sentiment fallen.
The heart revives again;
And early dreams and smiles of youth,
And sunny rays of light and truth,
That were forgot;
Like asbes kindled into flame,
Brighten—so tell me thy sweet name—
Forget-me-not!
—JOSÉ JAQUIN DEBLLA.

THE PENNSYLVANIA STATE TEACHERS' ASSOCIATION.

FIRST DAY—MORNING SESSION.

The annual meeting of the Teachers' Association of the State of Pennsylvania was held this year at Philadelphia. It commenced on Tuesday, August 20, and continued the usual three days, with a proforation for an excursion to Long Branch.

The local committee made unusual preparations. The handsome Academy of Music was secured, and a band provided for each morning's session, while for the evening sessions the services of the Saengerbund and Young Maennerchor were secured.

For the first morning the Fairmount Band was in attendance, and gave from time to time selections. The attendance was large, though half lost in the immense house. Of course the ladies predominated. The President this year is Hon. Henry Houck, of Maryland.

After the band, Professor Frederick F. Christine, of Philadelphia, delivered the address of welcome, as follows:

Mr. President, Fellow-members of the Pennsylvania State Teachers' Association, Ladies and Gentlemen: I have been charged with the very agreeable duty of uttering the first words of formal welcome which shall greet the holding of the nineteenth annual convention of the association in the City of Brotherly Love. And in thus appealing before you, somewhat as the representative of a host who meets his invited guests upon the threshold of his home, and by the warm grasp of the hand, the sparkling eye and the pleasant hospitable words, gives to each such a generous welcome that all doubt as to the pleasure of the visit is instantly dispelled, I would have you convinced that Philadelphia is resolved that the present session of the Pennsylvania State Teachers' Association shall be among the most agreeable which its members and friends have ever experienced.

And although in consequence of the policy which it has been thought best should prevail at these annual gatherings, no attempt has been made to apportion you among hotels and our homes, without cost to yourselves, you are not to believe that the profession in Philadelphia have been unmindful of your comfort. The Teachers' Institute of this city, by an exceedingly liberal appropriation, has secured the use of this magnificent house, a temple of which all Philadelphians are justly proud, for the sessions of the association; has obtained the potent charms of music to deepen an interest in the proceedings, and has canceled many other expenses incurred by the general local committee, besides which, the committee named upon your programme have secured at reduced rates ample accommodations at private boarding houses and hotels, have arranged for a steamboat excursion along our whole river front, a railroad journey to that famed scenic resort, Long Branch, and have provided for a number of other objects, all having in view the comfort and enjoyment of those who shall attend this annual reunion.

As Philadelphians, it is our earnest desire that not only shall you return to your homes enlightened, strengthened and encouraged by the carrying out of a pro-

gramme which the Executive Committee has made to embrace the vital educational topics of the day, but that you may also bear with you a more thorough knowledge of Philadelphia. The metropolis of the State, and the second city in point of population upon the continent, but the first in respect to its area and the comfortable homes it furnishes its inhabitants, Philadelphia presents within its limits so many attractions as to place it beyond a rival in America. I need scarcely mention that venerable and sacred building, Independence Hall, where the sages of our country—alas! upon how few mantles seem to be resting in these later years—proclaimed the equality of all men in respect to "life, liberty and the pursuit of happiness."

As you stand within the precincts of that hall, so dear to every patriotic American citizen, may you be inspired afresh to animate the youth of the Keystone State with so deep and lasting a love of republican institutions that, whoever shall dare to imperil their continuance, will ever find unalterable foes in Pennsylvania's sons, and her daughters, too. Heaven smile upon them!

I need only call the attention of this body of educators to the Girard College building, the only perfect type of Grecian architecture outside of Europe, probably, in the whole world, and with its ample grounds and auxiliary buildings, one of the noblest and most magnificent contributions for the maintenance and education of orphan children which have ever characterized individual effort.

Time would fail me to speak of Laurel Hill, that unsurpassed city, where

"The traveler, outworn with life's pilgrimage dreary,
Lays down his rude staff, like one that is weary,
And calmly repose forever!"

"The Schuylkill, sacred to the page of birth,
Its green banks consecrate to pleasure's paths;

"Fairmount! on whose tall top the waters lie,
Lifted as in a great baptismal font;
The height from which the river deity
Pours, from his giant and refresh'g urn,
The stream which slakes a grateful city's thirst."

"In the far Delaware, winding slow, the silvery line
Of tranquil Delaware."

nor of the numerous other places of interest in Philadelphia, a visit to any of which will ever pleasantly linger in your memories.

In uttering these words of welcome, I experience a regret, which I am sure is also felt by all the profession in this city, due to the fact that you have come among us during the summer vacation of our schools. Were the 1 high, the 1 normal, the 58 grammar, the 33 consolidated, the 109 secondary and the 186 primary schools, attended by 81,075 pupils, legislated over by 29 controllers and 403 directors, and taught by 1,584 teachers, now in session, you would be convinced by a personal inspection of their operations of the unjust aspersions which were cast upon the public-school system of Philadelphia on at least one notable occasion before this association.

In expressing this sincere rejoicing at the assembling of this association in our midst, the welcome with which I have been entrusted is to be so comprehensive, that all assembled representatives of educational organizations from various portions of our country, and from foreign lands, shall be assured of an equally cordial reception.

And now, with the delightful strains of

music still lingering upon the senses, and eyes gladdened by the beauty of this temple and the presence of so many true and distinguished friends of education, may the opening hours of this nineteenth annual meeting be auspicious of the grandest and most successful gathering in the history of the association.

That, in furtherance of such a gratifying result, you may all be shielded from impending harm, to be returned in safety to your homes, and that the discussion of the topics upon the programme may be conducted in harmony and wisdom, is my most earnest prayer, as I bid you, in behalf of the profession in this city, as well as of every interest and of every class in sympathy with our exalted work, welcome, welcome, thrice welcome to Philadelphia.

THE REPLY.

Prof. A. R. Horne, chairman of the Executive Committee, delivered the address of welcome as follows:

Professor Christine and Members of the Philadelphia Committee: I express but feebly and inadequately the feelings of the teachers of Pennsylvania when I say that the present meeting of this association has been looked forward to with high anticipation. The best proof of this assertion is manifest from the fact that we are here to-day in such numbers as we have never been before in the history of this association, given to any of its conventions. There is, however, no county in the State entirely unrepresented, while many have sent their teachers literally by scores and hundreds.

It is a matter of gratification to us to know that not only our own, but sister

States and foreign lands, even the most distant, will be represented at this meeting.

"From the vale of Tawaschatha,

"From the valley of Wyoming,

"From the mountains of the West,

"From the far-off Rocky Mountains,

"From the Northern lakes and rivers."

they come, and shall we say that the reason of this inpouring is to be explained mainly

from the fact that we meet in your beautiful city?

Philadelphia independent of its superior attractions as the best laid out, the most healthful and beautiful city in the Union, possesses interests to the educator unprecedented by any other place. It is the seat of the first institution in the State where tuition was made free, as well as the first orphan school in the country, and the first medical college for women in the world. Before the free school system of our State was conceived in the minds of such men as Thomas H. Burrows, Thaddeus Stevens, Francis Shunk, and others; many years before our State (now the only one among her sisters in the Union that has done it) had thought of making provision for the educational wants of her soldier orphans; and fully twenty years before the question claiming among others, our attention at this meeting of our association, namely the "co-education of the sexes in American colleges," was agitated at educational meetings, or in the institutions themselves. Philadelphia had her Pennsylvania University with its magnificent system of gratuitous education, her Girard College gathering the orphans of the city and State under its classic Corinthian corridor, and its Female Medical College welcoming our sisters and daughters within its walls to equal privileges with the students of the Medical Department of her University or Jefferson College.

Your excellent system of public schools, too, has always been the pride of every Pennsylvanian, though disparaged unjustly by a few, who, while they behold the progress of our schools outside of the city, very improperly formed the opinion that while they grew, your schools must have been in *status quo*. When as a little boy I stood on Second street, and beheld for the first time old Christ Church, it seemed to me a building of colossal proportions, its sublimity awaked by

"The vast ocean, ever-sounding sea,
That symbol of a vast immensity,
we shall return to our homes better prepared for the duties before us, in the joyful hope of coming home at last, our labors well done as good and faithful servants, to the Philadelphia above.

He concluded by saying: "Philadelphia is a good mother, a good nurse, and knows how to take care of her children; the arrangements she has made for this association shows that she can do it magnificently."

Music followed, and Edward W. Shippen, Esq., read a number of letters, regretting their inability to be present, from the following prominent gentlemen:

Baron de Westenberg, Minister of the Netherlands.

Manuel R. Garcia, Minister of the Argentinian Republic.

Antonio Flores, Minister of Ecuador.

John Miller, J. B. Webb, Jr. Rev. Bishop Payne of Kentucky; George H. Hyde, of Boston; J. H. Binford, Superintendent of Common Schools of Richmond, Virginia; Howard Weeks, R. J. Williams, State Normal School, Vt.; R. Craven, Trinity College, N. C.; J. L. Rippeteau, School Examiner, Fayette County, Ind.; John B. White, Almira College, Greenville, Illinois; L. B. Holland, County Superintendent, Salem, Virginia; James Calder, President Agricultural College, Centre County, Pa.; Grier, Ralston, Norristown, Pa.; Joseph A. Shea, St. John's College, New York; Henry Cope, Lehigh University; James O. Scott, Shepherd, Palmyra, Va.; Gustavus J. O'Connor, State School Commissioner, Atlanta, Ga.

Mr. Shippen, also, on behalf of Prof. Charles J. Stille, of the University of Pennsylvania, extended an invitation to the members of the Convention to visit the new University building, in West Philadelphia, this afternoon, at 4 o'clock.

Another invitation, to visit Girard College, was received and accepted.

An honorary membership was conferred upon Prof. J. H. Binford, of Richmond, Va.; Prof. Adams, of Mississippi, and Mr. Mori, Minister of Japan.

Henry Houck, Deputy State Superintendent, then delivered the President's broad

augural, as follows: "In the month of September, 1850, the principals of the different schools in the city and county of Philadelphia met and organized themselves into an association known as "The Philadelphia Association of Principals of Public Schools," having for its object the improvement of the Public Schools and other means of popular education.

This was the first organized body of teachers to take the initiative steps toward establishing a State Teachers' Association.

At a meeting held November 6, 1852, the following resolutions were unanimously adopted and published in the *Pennsylvanian School Journal*:

"Resolved, That this Association is in favor of holding a State Teachers' Convocation at an early day, for the purpose of promoting the cause of common school education in Pennsylvania."

"Resolved, That correspondence be so sent from the several associations throughout the State upon the propriety of carrying the above resolution into effect."

The Teachers' Association of Lancaster

County, at a meeting held in Lancaster, on November 20, 1852, took favorable action

and elected seven delegates to attend the proposed State Convention. There was great backwardness in fixing the time and place of meeting, and it remained for the Association of Allegheny County to carry out this part of the programme. This association named the time, selected the place and, in accordance therewith, the first meeting of this body was held in Harrisburg, December 28, 1852, twenty years ago. It was small in number, having only 28 members, but among these were some of the ablest educators the State has ever had—many whose names are as familiar to the teachers as household words.

The first President and one of the earliest and ablest advocates of the association was John H. Brown, of this city, for a long time Principal of the Zane-street Grammar School.

The third annual meeting was held in Philadelphia, December 26, 1855, and was not only quite largely attended, but was in every respect a success.

From the few items just given of the early history of this association, we learn what a prominent and highly honorable part was taken by leading teachers in Philadelphia.

It would afford an interesting theme to follow its history up to the present time, to show what difficulties were encountered, and how it made its mark upon the great educational interests of the State. To the influence of this body we are greatly indebted for the County Superintendents, the establishment of State Normal Schools, and a School Department separate from the Department of State.

Were it not for the fact that a full history of our association is in course of preparation by a committee appointed for the purpose, we would speak more particularly of the measures it advocated, and of its prominent members, many of whom have gone to their reward, and, departing, have left behind them, for our encouragement and example, "footprints upon the sands of time."

I desire to be brief. It is not my purpose to discuss at length any of the educational questions now prominent before the public. Are we making any real progress in the work of education? Are our teachers better qualified than those of ten or fifteen years ago? Is instruction more thorough, and are our schools improving? In answer to all these questions we would say, most emphatically, yes.

In proof of this assertion we would refer, first of all, to the improvement made in school buildings within the last few years. Not such a long time ago the poorest and most desolate-looking buildings to be found in our towns and cities were the school houses; and in the rural districts, in the rich and fertile valleys of the State, how striking was the contrast between those squat buildings, located on the highway, at the cross-roads, on the barren hillside, or on the confines of some desolate swamp, and the large and comfortable barns which sheltered the farmer's cattle in those rich and fertile valleys.

How is it to-day? As you approach our centres of business and commerce the first elegant edifices to attract our attention are the school houses and the churches.

For these people's colleges Pennsylvania expended in one year three and a half millions of dollars—more than any other State in the Union.

As further evidence of our progress, see the willingness of the people to be taxed for the benefit of the schools. Our total expenditure for school purposes for the year ending June, 1871, reached the enormous amount of eight and a half millions of dollars.

The salaries of teachers are being increased from year to year, and there never was a time when first-class teachers were in such demand all over the country, and when remuneration was so liberal as at present. Every county in the Commonwealth has its Teachers' Institute, and out of 13,000 teachers at least 11,000 are regular members. In many counties no meetings are more largely attended, none more anxiously looked for or more heartily welcomed than these annual gatherings of the teachers. And what have they accomplished? They have educated public sentiment in favor of our school system; they have lengthened our school terms and increased the wages of teachers; they have systematized the science of teaching, and last, though not least, they have brought together teachers of all grades and all departments in public and private schools—brought them all upon a broad platform, and made them one in purpose, one in spirit, taking away all that jealousy which for years and years existed between public and private schools.

We have stated that our teachers have greatly improved in their qualifications. For this we owe much to our normal schools. They have not been in session many years, yet they have enrolled about 15,000 students. It is true that not all of these have engaged in teaching, or intended to teach; but there is hardly a district, no matter how obscure, how remote, where the "Normalite," as he is sometimes termed, has not found his way. And wherever he has gone, sometimes with just a little learning—but always full of enthusiasm—his voice has been that of one crying in the wilderness in favor of progress and reform. Good teachers there were before we had normal schools and teachers' institutes and associations; but prior to these they remained isolated, and their influence was hardly felt beyond their own school-rooms—much less was it made to give elevation, character and dignity to the profession generally.

While we have cause to rejoice because of the growth and progress of our school system, it cannot be denied that there is

still room for improvement. Fellow-teachers and friends of education, you know that there are thousands of children who attend school very irregularly. Thousands attend no school but that of the streets, and there are many others who early in life are compelled to work in mines, factories and machine shops, and thus, amidst all our educational advantages, grow up in the slavery of mental and moral darkness. The number of children in Pennsylvania of proper school age who do not attend any school has been estimated at 75,000, Philadelphia alone having, according to a census taken in 1868, about 11,000. This is the fountain-head from whence come nine-tenths of all our criminals.

Many of these children find their way into Houses of Refuge. Between the years 1860 and 1870, the number of children received into two Houses of Refuge, is 5,189, and the average age is 13½ years. Of this number, 1,941 could neither read nor write. Where do we find many of these children when they have grown up to be men? From the last report of the Inspectors of the Eastern Penitentiary we learn that the year was commenced with 671 prisoners, and that 240 more were received during the year, making a total of 911. Of the 240 received during the year, 146—more than the half—never went to school; and of the remaining number, 94, who attended school, quite a number did so only a few months.

These figures and facts are bad enough in themselves, but what makes the matter still worse is this, that the whole subject is treated with such general indifference. An essay or report once in three years upon the subject of compulsory education is about as far as we have ever ventured to go in meeting this question. How long shall Pennsylvania, though spending its millions annually for school purposes, say to the children of the rich and poor alike, Come without money and without price—how long shall the State have 75,000 children who receive no education, but grow up as paupers and criminals—a rich harvest for our almshouses, jails and penitentiaries? Other countries have encountered this difficulty, and have legislated for it. Why not have it fully discussed here; have a committee appointed to make a report at the next meeting, and then ask for that legislation which is deemed necessary? How eminently proper that this body should assume the advocacy of so wise and beneficent a measure of reform.

We would call your attention to another subject, which in our opinion claims the attention of all friends of education, especially of those who are in favor of making higher education more universal. In the first Constitution of our State, adopted about three months after the Declaration of Independence, there was an article which required "that a school or schools shall be established in each county by the Legislature, for the convenient instruction of youth, with such salaries to the masters, paid by the public, as may enable to instruct youth at low prices," and also "that all useful learning shall be duly encouraged and promoted in one or more universities." The latter of these requirements, that relating to education in higher institutions was, strange to say, first complied with. All legislation referring to education up to 1790, when the Constitution was amended, was in the interest of higher institutions, so that as early as 1827, we had no less than fifty academies, seven colleges and three universities, all of which received appropriations from the State. In 1790, when the Constitution was amended, this clause was inserted: "The Legislature shall, as soon as conveniently may be, provide by law for the establishment of schools throughout the State in such a manner that the poor may be taught gratis;" and that "the arts and sciences shall be promoted in one or more universities of learning." Nothing, however, was done to comply with this article, so far as common schools were concerned, till 1809. In fact, up to the time of the adoption of the present system, 1834, very little had been done toward establishing public schools. From this time forward all legislation was in behalf of the common schools, and the higher institutions were entirely overlooked, except that charters were granted when asked for, no matter what the conditions of the institutions asking for such privileges, until almost every county has a college of some kind—some of them from three to six. It is not strange that many have not been heard of outside of the counties in which they are located. By the multiplicity of these institutions the standard of higher education has been lowered, and many are little more than ordinary academies.

Liberal as has been our Legislature toward the common schools, it is doing literally nothing in the interest of higher education. Institutions of learning should be recognized as academies, colleges and universities upon certain conditions only. This would reduce the number, raise the standard and the term college would no longer be applied to private school, of thirty to fifty pupils, ranging in age from six to twenty-one years; taught in a rented building, with furniture and apparatus amounting in value to \$200 or \$300. We have colleges that are an honor to the State, but unless they are recognized as part of the State system of education receiving appropriations from State, and protected from inferior institutions, their influence will be crippled, and hundreds of young men will continue to go to the colleges of other States. The common school, the academy or seminary, the normal school, the college and, last of all, the university—all of these have a work to do,

and the State should not only recognize this fact, but it should legislate in the interests of all. We hope soon to see the day when our educational forces shall be united, and we shall all work together under one system, helping each other, and all be recognized, supported and protected by the State.

There are other subjects which might be discussed with propriety, any one of which would be sufficient for an address, but we hasten to close.

Let us be impressed with this truth, so often forgotten, that, although teachers, we are but pupils in the great world's school. Though many may have satisfactorily completed a course of instruction—giving credit to themselves and prominence to their positions—yet they have scarcely attained an entrance to the outer portal of the Temple of Wisdom. Long years lie between them and the inner court yet to be sought—years of severe mental labor and of stern experiences. In order to engage in this life-task we must be actuated by proper motives, by a laudable ambition. We must be teachers *at heart*, by choice of profession. Teaching has long been denounced as "the eternal resource of the incapable." Only when the time shall have come that teaching will be no longer regarded as a *resource*, but as a *heart work*, may we look for the speedy fulfillment of our most cherished hopes. There are those present whose hearts are in the work, who are awakened to a proper estimation of the important task they are called upon to perform.

Morally speaking, the teacher stands next to the minister of God, and, viewing the subject in this light, it becomes his duty to see that the culture of the heart be not neglected—the instilling of right principles into the impressionable soil of the youthful mind.

We sincerely hope our meeting may be productive of good, that we may be led to think more highly of our calling, and become better prepared to meet its responsibilities. Teachers need just such meetings as these. They need them for information, for mutual encouragement, and, I will add, they need them for the pleasure and recreation they afford.

A young lady going away on a summer tour was requested to gather "summer driftwood for winter fires." She afterward wrote an account of her travels, giving that expression as the title of her book. We have come to this Convention to gather summer driftwood for winter fires, which will burn as incense on Memory's altar during the long winter months, when we shall be engaged in our respective fields of labor until the twilight of that coming winter which precedes the darkness that is the prelude of eternal dawn.

These are times of progress, not only in our State, but throughout the country. Our splendid systems of education, costing millions of dollars, prove the grand earnestness of the people. Their zeal in the cause of universal education has reached a wonderful height. Time, money, labor, talent and intellect are all given to the cause with unexampled liberality.

Upon us, especially, as teachers of the Keystone State, a brighter day has dawned. We were never met together under more pleasant circumstances. Nothing has been left undone by our kind friends in this city.

To the friends who are here from other States we extend the right hand of fellowship. We feel honored by your presence. Though this is a State convention, it is to be truly catholic and national in its spirit. The platform, as you see, is broad enough for us all to stand on. Here all are welcome. And in such a welcome from Philadelphia, the City of Brotherly Love—renowned for the intelligence of her people, for her schools, her large-hearted philanthropy—we say in such welcome there is the assurance that the bright and better day long foretold, so long wished for by the teachers, is being ushered in. Let us show our gratitude by doing all in our power to make this meeting a success.

We have endeavored briefly to state the situation, the duties and the purposes which bring us here. A great responsibility rests upon this Convention. If its action shall be such as I doubt not it will be, we will always have cause to remember with pride and gratitude the Convention held at Philadelphia on the 20th of August, 1852.

The morning session was concluded by the reading of a short report from the committee on the proposed monument for our distinguished educators, which was read by Prof. J. P. Wickerham, LL. D., chairman. The report recites the fact that at the last session of the Legislature an act had been passed permitting the erection of the proposed monument in the Capitol grounds at Harrisburg.

The committee recommend the appointment of a committee, from whom shall be selected a Central Committee, who shall receive and have control of a fund amounting to \$15,000, which shall be raised by voluntary contributions. When it reaches \$10,000 the committee is authorized to contract for the monument. The assessment for the purpose was made at a rate of two cents to each scholar, ten cents to each teacher, and one dollar to each County Superintendent; and, in addition to this, contributions are expected from colleges, academies, and even the State itself.

The report was accepted.

J. R. Sypher spoke briefly on the advance which had been made in educational matters in the State of Pennsylvania and the prospect of a still further advance.

Dr. Franklin Taylor followed in a similar strain, pointing out more specifically the advance in general and public instruc-

tion and the apathy on the part of the press and community, which was the chief obstacle to further advance.

Professor Wickersham, State Superintendent, sketched the history of the Pennsylvania State Teachers' Association.

AFTERNOON SESSION.

In the afternoon there was a meeting of superintendents, which was quite fully attended, some 34 being present. Mr. Wickersham acted as temporary chairman and was appointed permanent chairman. Mr. Raub, of Lockhaven, was appointed secretary.

Mr. Bell, Superintendent of Mifflin County, asked a consideration of Teachers' Institutes meetings. They were, he said, somewhat onerous on the weaker counties, though very desirable always. The chairman pointed out the difficulties which arose from the law requiring the meetings of teachers in institutes in weak counties, and yet meetings were there important.

Mr. Jarvis, of Erie; Mr. Hofford, of Carbon County, and Mr. Johnson, the Superintendent of Cameron County, who had the right impression though a little egotistic, that the Superintendents were mainly responsible for the success of the institutes, and that cheap instructors were a very poor investment, discussed the matter at length.

Mr. Allen, of Wayne County, told his efforts to procure attendance at the county institute and insisted that if the superintendents were compelled by law to hold these institutes, then the directors should be compelled at least not to fight against them by fining teachers for absence, and that the teachers themselves should be under some legal constraint to aid the institutes.

Mr. Luckey, of Pittsburgh, seconded his complaint, and added that there was difficulty under the law in procuring the same instructors in adjoining counties, and suggested a modification so as to save expense.

Mr. Graham, of Dauphin County, offered a similar complaint, but called attention to some peculiar difficulties.

Mr. Patterson, from Pottsville, thought the superintendent of a county, owing to the great difference in counties, was the best speaker at the county institutes and that the county itself was the true judge of the minor questions. For himself he preferred that an extra week of holidays be given in January, so that the institute be held then, when the new teachers had had enough experience to make them alive to the teachings of the institute.

Mr. Douthett, of Allegheny, moved a resolution that the opinion of the meeting was that the law should be so changed as to require the directors of counties to close the schools at the period of holding the county institutes. He went into the discussion of another question of great importance, as to dividing the counties into institute circuits.

Mr. Allen, of Wayne County, and Mr. Jones, of Erie County, spoke to the resolution in favor of it entirely, but with some modifications suggested to make it apply to teachers as well as directors.

The chairman called attention to the fact that a compulsory law had already been passed as to some counties, and that the compulsory system would have a test within a year. At the same time, he suggested that it was better to draw the teachers to the institutes than force them there, whether it would not tend to reduce teachers' salaries, and whether already too many holidays for the public feeling had not already been established.

After a little further discussion, the whole matter was referred to a committee, and Messrs. Douthett, of Allegheny; Ingram, of Dauphin; Shelley, of York; Gotwals, of Norristown, and Newlin, of Schuylkill, were appointed such committee.

EVENING SESSION.

In the evening the Sengerbund gave an opening chorus. The President called Miss Anna R. Bailey to the lectern, and she gave an address on "Haps and Mishaps," mainly devoted to fashion and misfashion.

Two of the promised papers were not forthcoming, but after another chorus from the Sengerbund, Rev. W. C. Cattell, of Lafayette College, read a paper urging the substitution of the early Christian writers in place of the classical writers in the early portions at least of education. He thought that the training of classical studies, whose claim to be the best educational instrument he admitted, so far as the languages were concerned, had certain serious drawbacks, and among them the want of Christianity, and even the anti-Christianity of the recognized great classic writers. Almost the same good could be obtained avoiding this evil, could be got from the old Christian authors, avoiding this evil and going beside high moral and religious instruction, while the loss of mere taste could be supplied by a later use of the great classics, when their influence for good would be better appreciated and their evil influence met by a more fixed strength for right.

Imgoi Armori Mori, the Japanese minister, was called on and in somewhat broken English tried to state what was being done in Japan for education. He assured them that in its own way Asia was pretty well advanced in some branches of civilization. They had their Vedas, and their Confucius, and some others. Although they were regarded as heathen nations, there was still hopes that they would come out all right yet. Even the Saviour was of the Jewish—an Asiatic race. There was no sharp distinction between Heathen and Christian peoples. In Japan they now admitted that the Christian peoples were in advance, and that they must learn from them in all most if not all branches. So he supposed

they would come to an equality, and the Chinese would in turn be aroused to similar exertions. But this depended they knew on education and on schools for teachers. The whole nation was interested in education, and he trusted would progress in it. For this purpose he trusted his own mission would not be without good result.

Professor Jean Louis then sang Longfellow's Bridge, which was encored.

Edward Shippen, Esq., read a paper on the compensation of teachers, in which, passing by the higher compensations, he wished to present certain questions of nickels and cents, he could not say dollars and greenbacks. Pennsylvania had in her schools 834,614 pupils, and paid for them \$3,926,529.88. To come to day's wages, the amount paid for each day's teaching for each pupil was a little less than one cent and $\frac{1}{2}$ cent, and the pay per day to each teacher, counting the year as the only true basis of employment, 59½ cents. But this was including the opulent Philadelphia; excluding her, the diurnal cost of each scholar was 1½ cent—the pay of the teacher \$2.99 cents, not dollars, per day.

But in Philadelphia they had had another deduction till lately. The teachers were paid by city warrants—the custom was only broken last July—and as teachers generally needed their money, they were generally forced to go to political favorites, who made from \$5,000 to \$100,000 per year by clerk work and by using the public money to shave such warrants. Brain work, it seemed, should not be held inferior to muscle work, yet the hod-carrier or laborer was paid better.

It was not too much to say that the gain to the State by the instruction of each pupil per year was \$50. She therefore gained \$41,730,700. For this she paid but \$3,926,529.88. Far more was given to lower politics and politicians.

He insisted that the teacher was entitled at least to the luxury of necessities, and should be paid enough to make the position respectable.

After a little more singing by the band and the appointment of the Auditing Committee—Professors Raub, Eastburn and Ganz—the meeting adjourned.

SECOND DAY.

MORNING SESSION.

The house was even better filled than on the previous day, and after music by the combined band the house joined in singing Old Hundred.

Professor A. O. Newpher presented for the third time his report on a State Board of Examiners, being substantially a repetition of the report made a year ago recommending a systematic State examination and a direct encouragement to the employment of normal teachers. This last report led to considerable discussion. Professor Newpher himself called attention to the fact that while there had been since 1857, 14,137 pupils in the normal college, but only 513 graduates and of these only 379 received the State aid of \$50, and only 246 were actually teaching—only 3.63 per cent. He urged strongly the desirability of some action by which some uniformity in teachers' qualifications might be insured and the normal school training and teaching utilized more extensively.

Before the general discussion came on the chairman announced the Committee on Resolutions, Professors Luckey, Woodruff, Gideon and Misses Helen Marshall and Mary Shaw.

The discussion was then resumed, but confined to three minute speeches.

Prof. Luckey, of Pittsburgh, said this report, like Hamlet's ghost, would not down. The normal school graduates like other teachers should stand on their own merits and no extraneous bolstering or forcing them on school directors by law was proper.

Mr. S. D. Ingraham, of Hamburg, supported the general purposes of the report.

Mr. Brooks, of Millersville, could not see that this report was specially favorable to the normal college graduates or in their interest, at the same time he could give a reason why so few of them remained in the teacher's profession—that the young men thought those fitted to be good teachers were also fitted to be good wives. (Laughter.)

Dr. Taylor, of Westchester, thought that they had already a terrible confusion of certificates, which "no sinner could understand;" there were twelve different certificates in the State, of which six were those of normal schools. At the same time, he was not opposed to some rule of certificates which should carry weight, not only in his own State, but in comity in other States.

Mr. Wheaton and Mr. Shippen, of Philadelphia; Mr. Hykers, of New York, and others, followed in discussion, when a resolution was adopted, postponing the further discussion of the report to the next session.

The subject was renewed by a motion of Dr. Taylor that a committee of five be appointed to prepare a bill or recommend appropriate legislation for a proper system of examination and certificates for teachers, and report it to the next Legislature at their next session, and that Mr. Luckey, the State Superintendent, be the chairman of that committee. To this Mr. Sypher offered an amendment that the present committee be discharged. After some argument the whole resolution was lost.

A saxophon solo, "Ave Maria," prepared the audience for an address by Professor F. A. Allen, of Mansfield, on reform in primary education, in which he arraigned the present system of primary education as not having proper regard to the periods of mental growth, that the perceptive faculties were almost if not entirely ignored,

that there was no attention to the natural

order of studies, that the hours of study were too many, and that the physical sciences were almost entirely excluded. The statement of the wants of itself suggested the remedies. He pointed out at some length that there were two periods of intellectual development, one rather the receptive, or, as he called it, the "How" period, the other the philosophical or "Why" period, not having any arbitrary division by years, but plainly distinguishable to any good teacher and requiring different treatment. He insisted strongly on the importance of early attention to form and shape, illustrating it by instances which showed the readiness with which children accepted visual facts and geometry, and recommended among other things that the teaching of figures and letters be left to nature; an intelligent child would readily pick them up without direct teaching, and recommended that even in the early stages of education a correct foundation be laid for the subsequent learning of the physical sciences.

After this there was a duet by Miss Susan B. Buckley and Eliza M. Webb, graduates of the Girls' Normal School, which was heartily cheered. Then a five minutes' recess. An invitation from ex-Governor Pollock, Director of the Mint, was read and an arrangement for the afternoon visit to the Fairmount Park was announced.

Rev. S. K. Probst, of Allentown, argued earnestly in a careful, but rather over-long paper, the importance of teaching both English and German in the Schools.

[TO BE CONTINUED NEXT WEEK.]

THE NEW YORK STATE UNIVERSITY CONVOCATION.

LETTER FROM OUR CORRESPONDENT.

ALBANY, August 11, 1872.

DEAR FRIEND STOUT: I was at the State University Convocation collected at Albany under the auspices of the Regents of the University for its ninth annual session. Chancellor Pruyin, the ex-officio president, occupied the chair during the greater portion of the time, and expressed a rather odd regret at the necessity which fell on him. Senator Benedict relieved him when himself was relieved from his work at Saratoga.

The convocation held three sessions each day. On the first day, August 7, the proceedings were opened with prayer by the Rev. Dr. Van Rensselaer. Miner H. Paddock, A. M., Principal of Medina Free Academy, developed in quite a long paper the hostility that prevails among those who, representing the old ideas of the educational duties of the State and the propriety of class education, were naturally gathered at this meeting. He condemned entirely the normal schools, apparently on two grounds, first that thorough special training was not a necessity or even a thing to be desired for the very limited instruction appropriate to public schools—two errors your readers will agree; and second that limited instruction could be more thoroughly given by the free academies.

Perhaps the real *animus* of the paper is found in the summary of reasons taken from the Albany *Evening Journal*:

"The diversion of pupils from the academies in large numbers who ought to prepare for college, or for other pursuits than teaching."

"The rivalry and animosity engendered by a system which distributes State aid so unequally in different localities."

"The speaker closed by showing the interests of academies and union schools alike in the matter of obtaining due recognition, as educators of teachers, from the State in her legislative appropriations."

His ideas were plainly in sympathy with those of the convocation, and when at a later period Dr. Morehouse ventured, with somewhat of depreciation, classing the normal schools with the free academies, to say a word for higher public instruction, the tone in which his paper was met sufficiently showed the purpose and feeling of the meeting. I send you the *Argus* report of his remarks and the discussion which ensued, which is very full and fair. I hope you will find room for it, it shows the temper of the meeting.

Professor Lear's paper on the "Ethical Aspects of Science" was an excellent essay on its rather remote subject, which I hope at some future day will appear in your paper. There is no use of a mere abstract.

Erastus F. Bullard's paper was a careful but not very interesting resume of the old argument that education should be thorough rather than extensive, and that education in its proper sense was no more than instruction, and its methods quite different.

In the afternoon, Professor North, of Hamilton College, read a paper on the advantages of college education, which elicited warm approbation from his fellow professors.

President George W. Samson, of Rutgers Female College, read a paper giving a brief and most interesting resume of the progress that has been made in opening the higher paths of education to women in other countries as well as this, and at the same time pointed out modifications in the course which would fit it more readily to the peculiarities of the female mind. As your correspondent understood these modifications, they were all to lessen the hardness or, if I may invent a word, the logicality of the instruction. This idea was combated by several members of the convocation, who thought that the chief need of the female mind for the higher purposes of education was this very hardness and clearness.

In the Evening Session President Jonathan Allen read the report on the "increase of the literature fund" made by the Legis-

lature of this spring, which was not discussed till Wednesday, when a resolution requesting the Legislature to continue the increase was adopted, and Principal King endeavored to enlist the whole body in the support of the Academies in their necessary opposition to the Public School system, it looking to compulsory education and a rivalry of superiority between the State and private schools of every degree.

Professor Gould, of Cornell University, gave an excellent paper on Agricultural Education, which led to considerable discussion of the jug-handle kind, all agreeing in the end, though here and there questions were raised as to the best means.

WEDNESDAY.

On Wednesday we had from President Barnard, of your Columbia College, an excellent paper on Elective Studies in Colleges. It brought out, as all such papers are apt to do, the trouble that arises from confounding teaching and training, and in President Samson's off-hand discussion the essential difference between College and University education was brought out more sharply.

Professor Tayler Lewis' paper, though entitled "The Moral and the Secular Education," was really an affirmative thesis that some religious elements, and those Christian, were essential to school and collegiate education, and that "secular" education alone was wholly insufficient.

Some overstated phrases and extreme ideas of the paper were corrected by Professor Martin, who, however, agreed in the main thesis that some religious element was necessary to education, who by his radical correction of Herbert Spencer's statistics showed that he was in danger of falling into the ranks of the public school men.

Principal Crawford, of Almond Academy, read a paper on the use of books in education, in which he called attention to the need of teaching the use of books, and gave a hint which properly followed out might make, at least in the higher grades, the "compositions" a useful aid in education.

Not in his words but in his idea it is to give the class a "subject" indicate in what books within their reach the subject is treated of, and require a statement in writing from each member of the class of what he has found in them, or what derived ideas he has himself on the "subject."

Incidentally he gave warm praise to "translation" as another manner of reaching the same object. His objections to "rote learning" are of course not applicable, and I think were not intended to apply, to the very early stage of education.

The discussion on this paper, though it brought out some of the best men, turned to a different subject—the need of proper text-books and the injury caused by bad ones.

The afternoon session was occupied by rather technical papers. Professor H. T. Eddy read a paper on a new method of integrating the square roots of quadratics. Principal W. C. Gunn, of Ithaca, read a paper on the relation of academies and universities, which again brought up the question of education and instruction, and then Regent Hale read the report on the metric system and Professor Thompson presented another on the same subject.

In the evening we had from the Regents an extract from the minutes to the effect that at a meeting of the board held this day, in consideration of eminent services in the cause of education, it had been unanimously

Resolved, That the honorary degree of Doctor of Philosophy be conferred upon Joseph Elisia King, D. D., Principal of Fort Edward Collegiate Institute, and that the ceremony be performed in the presence of the University Convocation."

The Chancellor appointed Dr. Martin and Clark to escort Dr. King to the front of the desk, and conferred the degree.

The Secretary read a similar decree that the honorary degree of Doctor in Literature be conferred upon Frederick Augustus Porter Barnard, S. T. D., LL. D., President of Columbia College.

The Chancellor appointed Regents Hale and Leavenworth to conduct President Barnard to the front of the desk, and the degree was conferred in due form.

Professor Lear's paper on the "Ethical Aspects of Science" was an excellent essay on its rather remote subject, which I hope at some future day will appear in your paper.

There is no use of a mere abstract.

Erastus F. Bullard's paper was a careful but not very interesting resume of the old argument that education should be thorough rather than extensive, and that education in its proper sense was no more than instruction, and its methods quite different.

In the afternoon, Professor North, of

Hamilton College, read a paper on the advantages of college education, which elicited warm approbation from his fellow professors.

President George W. Samson, of Rutgers

Female College, read a paper giving a brief and most interesting resume of the progress that has been made in opening the higher paths of education to women in other countries as well as this, and at the same time pointed out modifications in the course which would fit it more readily to the peculiarities of the female mind. As your correspondent understood these modifications, they were all to lessen the hardness or, if I may invent a word, the logicality of the instruction. This idea was combated by several members of the convocation, who thought that the chief need of the female mind for the higher purposes of education was this very hardness and clearness.

Experience has demonstrated the wisdom of the preliminary examination instituted by the Regents.

THURSDAY MORNING.

Next morning the convocation commenced early, and our first paper was that of Dr. Morehouse, of which I have already spoken. Dr. King was the only one of those who discussed the paper who had a word to say for the normal school, and even he could only deprecate the expression of antagonism, remind them that the normal schools were to be tried by the people and not the academies, and suggest that any judgment on them was premature.

The committee appointed by the last convocation to report on certain specified topics relative to academies, reported in part, through Principal Mattice, as follows:

Experience has demonstrated the wisdom of the preliminary examination instituted by the Regents.

We believe this examination has done more than any other one thing to promote thoroughness in our academies and high schools. While it serves as a help to the judicious teacher and a stimulus to the earnest pupil, this examination is at the same time a touchstone which tries the work of both.

Found to be of so much value in preliminary studies, we earnestly recommend the adoption, at an early day, of a similar system of examination in the higher branches of study, which are, or ought to be, pursued in all our academies and high schools.

With reference to the preliminary examination so wisely conceived and so efficiently carried out, we have but two suggestions to make, viz:

1. That the number of questions on each branch submitted be not less than fifty nor more than one hundred.

2. That, in the distribution of the Literature Fund to the institutions under the care of the Regents, some account be made of those who have passed the examination in some of the branches required.

In closing this report we deem it only just to say that in the opinion of your committee the eminent success and the beneficial results which have hitherto attended this examination are largely due to the earnest, enthusiastic labors of our worthy and able secretary and his no less worthy and able assistant.

All of which is respectfully submitted.

JONATHAN TEIRNEY,
LE ROY C. COOLEY,
ABRAHAM MATTICE.

The above report, as thus far made, was accepted, and the committee was discontinued.

This report brought out quite a long discussion in which, while the principle of examination was sustained, a sharp discussion arose as to the details into which, by almost a necessity, the Bible-in-the-schools question got.

The whole matter was finally sent over for a year by the following resolution offered by Dr. Jones.

Resolved, That the Regents be requested to print the questions they may prepare and send them to the principals of academies, and that a place be assigned at the next convocation for remarks upon the use of such lists.

The convocation divided itself into two sections, a college and an academic section. In the college section Warden Fairbairn's report was considered and disposed of by the following resolution:

Resolved, That copies of the report of Warden Fairbairn be distributed to the college officers throughout the State, and that the further consideration of the subject be postponed to the next convocation; also.

Resolved, That a list of the attendance of the colleges at this time be also sent, and that the colleges be requested to appoint representatives to the annual meetings of the convocation, with an expression of opinion on the subject under consideration.

The academic section heard two papers, one by Solomon Seas, A. M., on school apparatus, and one by James M. Sprague, of New Berlin, and then gravitated back to their wrongs from the public school system.

On reassembling in common session, Secretary Pratt moved that a paper of Vice-Chancellor Benedict be printed among the records of the section. Secretary Pratt's annals of public education were ordered to be printed. Thanks were given to the officers of the meeting and special thanks to the Chancellor, and after some minor business of appointing officers the Convention adjourned.

THE RELATION OF SCHOOLS OF THE STATE.

The following is the paper read by Principal Oliver Morehouse, of Albion Academy, at the University Convocation at Albany, which is alluded to by our correspondent:

To speak or write upon the relations of the schools of the State, an unlimited range is afforded. These relations embrace not only their connection with and dependence on each other, but their bearing upon the intellectual development of the varied classes of individuals affected by them; their relation to the social, commercial, political and religious interests of the State, and their relations to the same interests and schools of other States. Indeed, the schools of our State hold an important relation, immediately or remotely, to every human interest. Other topics than merely these relations might, perhaps, more profitably occupy our time, as for example, the obligations arising from them. But, first, these relations must be considered before the obligations can be understood or fulfilled. What I present you on this occasion will pertain mainly to the relations of the schools to each other, and then, with the indulgence of the Convocation, an inference as to the action, the relations found to exist, make imperative upon these having the schools in charge. The schools sustain the relation of primary and advanced or higher, the relation of supply and demand, of inspiration and action.

The common or district school is primary, it is the supply school, the inspiring school. It is in this where the material is taken in its rudest form, and the first elements of mental culture instilled and brought into action. It is here where the child-mind is first inspired with thought, and desire to think. It is here where preparation is begun for the next room in the great workshop of intellectual men and women of the State. The workmen in the next room would remain forever idle for this preparatory room. The district school holds another and a much more important relation to the higher schools. In the common or district schools, about

ninety per cent. of the entire population of the State receive or take on all the school culture they ever have, never attending any other school. This statement may seem extravagant and be doubtful, but it is the result of a somewhat careful examination of the subject. These primary schools look, with propriety, to the higher schools for instruction and guidance, inasmuch as they have given to the higher schools the product of their works. And these primary schools claim the best, the most thoroughly qualified the higher schools can furnish, as in this home, this district school ninety per cent. of the children are to share their only school advantages. Here is seen the relation of dependence and resource, the relation of supply and de-

mand, withdrawal of this middle-school influence? Can the State afford to dispense with this power that gives it, on the one hand, through the college and university course, a disciplined, leading mind, and on the other hand, mind to sense, and instruct the hosts, millions of children, so that they may intelligently and safely exercise the power secured to them by organic law to call into public service those more cultivated and favored? Is there not a disturbance of the true relations of school to school? Have we a perfect system of schools in our State? Is our system harmonious? Has not the spirit of rivalry, hostility, antagonism, come to exert a blighting influence?

All our schools, from the lowest to the highest, have, or should have, the same general object in view; and if one needs and deserves State aid the other does also.

The principle is one, the work is one, the workers should be a unit; and all the workers should be thoroughly qualified for the place and work assigned them. As to the methods of teaching, the teacher must be competent. He must know what he is teaching, and know that he knows it. Teaching must burn with enthusiasm. He must give his teaching a living character by bringing it into connection with all collateral knowledge—geography, history, mythology and philosophy—in its true signification. All should be tributary to it, while it must not be forgotten that classical culture stands inseparably connected with all liberal studies.

There is one other relation of which I wish to speak, and that is, English schools or classes to German, French and Chinese classes or schools. That the English branches—the English language—should be thoroughly taught, is self-evident. That all the branches pursued in our schools should be taught in English, is equally evident. As we love and cherish our own country and its institutions, so should we Yankee, Anglify and Americanize all that comes to our shores, whether it be language or men. Our children should master the English language in its roots, trace out the affinities of these roots, and be prepared to connect facts into principles and qualify themselves to pursue all branches and all knowledge.

The relation of these agencies did not meet the necessities. The relation was still pressing. More and better teachers were required, and the normal schools came into being. The object for which they were created and organized was noble, one of the noblest that ever moved the soul to action. If further legislation is necessary to render the work of these schools available, by securing the absolute service of normal graduates in the districts of our own State, let the Legislature come boldly to the work, and make the conditions of attendance and future teaching positive. Let the standard of qualification be elevated, so that no indifferently qualified teacher can find place in a backward school, forever keeping it backward. I insist now, as I did two years ago, that the most backward pupils need the best qualified teachers to rouse and inspire them to thought. Let the Legislature place the academies upon the same basis as the normal, union and district schools. Let all be free, conditioned upon the completion of a prescribed course of study, suited to the relation each sustains to the other and to the common schools, and also to the college. And here I am reminded that I have yet to say a word relative to the relation of the primary and middle schools to the colleges and universities.

These must be supplied, if supplied at all, from the fitting or preparatory schools. How near and interesting the relation existing between the academies and colleges! Shall it be dissolved? Shall the academies be abandoned? Shall the colleges cease to look to them to fill up the ranks, thinned by successive graduations? No! As I said before, let them be placed on the same basis of the other schools of similar grade. Let them be free, free by legal enactment, conditioned upon the completion of a prescribed course of study. The relation of schools of the same or similar grade is disturbed when one is free and the other requires remuneration for the same service. The relation of the academy and normal school to the college is very much the same as that existing between the district school and the academy and normal school—that a full college course is a good thing, and even a necessity being admitted, the fact that the college depends upon the academy and normal school for patronage may be ignored.

It is believed that while the academies are conducted as they have been and look for support from tuition bills and the appropriation from the Literature Fund, a very limited number will be found preparing for college. This belief is based upon actual results for the past five years. The academic departments of normal schools will do a part of this work and do it well; but the few normal schools engaged in it cannot meet the demand for the whole State, or any considerable part of it, whether charges in the academies are made or not. As members of the normal department or class pass through three entire normal and academic courses without expense for text books or tuition, and as they are pledged to teach, they will not be very apt to have a college course, or make special preparation for it.

It was a great step in advance to make the common union and normal schools free; while it was the duty of the Legislature to do this, it seems to me it ought not to have left the other duty undone, viz.: to make the academies free also. Do not the multitudes living in the neighborhoods of academies need their advantages? Will we have, can we have, the mental culture, and the fitting for the college course without them? Will the masses in the rural district be lifted up and advanced by the

These must be supplied, if supplied at all, from the fitting or preparatory schools. How near and interesting the relation existing between the academies and colleges! Shall it be dissolved? Shall the academies be abandoned? Shall the colleges cease to look to them to fill up the ranks, thinned by successive graduations? No! As I said before, let them be placed on the same basis of the other schools of similar grade. Let them be free, free by legal enactment, conditioned upon the completion of a prescribed course of study. The relation of schools of the same or similar grade is disturbed when one is free and the other requires remuneration for the same service.

These must be supplied, if supplied at all, from the fitting or preparatory schools. How near and interesting the relation existing between the academies and colleges! Shall it be dissolved? Shall the academies be abandoned? Shall the colleges cease to look to them to fill up the ranks, thinned by successive graduations? No! As I said before, let them be placed on the same basis of the other schools of similar grade. Let them be free, free by legal enactment, conditioned upon the completion of a prescribed course of study. The relation of schools of the same or similar grade is disturbed when one is free and the other requires remuneration for the same service.

These must be supplied, if supplied at all, from the fitting or preparatory schools. How near and interesting the relation existing between the academies and colleges! Shall it be dissolved? Shall the academies be abandoned? Shall the colleges cease to look to them to fill up the ranks, thinned by successive graduations? No! As I said before, let them be placed on the same basis of the other schools of similar grade. Let them be free, free by legal enactment, conditioned upon the completion of a prescribed course of study. The relation of schools of the same or similar grade is disturbed when one is free and the other requires remuneration for the same service.

These must be supplied, if supplied at all, from the fitting or preparatory schools. How near and interesting the relation existing between the academies and colleges! Shall it be dissolved? Shall the academies be abandoned? Shall the colleges cease to look to them to fill up the ranks, thinned by successive graduations? No! As I said before, let them be placed on the same basis of the other schools of similar grade. Let them be free, free by legal enactment, conditioned upon the completion of a prescribed course of study. The relation of schools of the same or similar grade is disturbed when one is free and the other requires remuneration for the same service.

These must be supplied, if supplied at all, from the fitting or preparatory schools. How near and interesting the relation existing between the academies and colleges! Shall it be dissolved? Shall the academies be abandoned? Shall the colleges cease to look to them to fill up the ranks, thinned by successive graduations? No! As I said before, let them be placed on the same basis of the other schools of similar grade. Let them be free, free by legal enactment, conditioned upon the completion of a prescribed course of study. The relation of schools of the same or similar grade is disturbed when one is free and the other requires remuneration for the same service.

These must be supplied, if supplied at all, from the fitting or preparatory schools. How near and interesting the relation existing between the academies and colleges! Shall it be dissolved? Shall the academies be abandoned? Shall the colleges cease to look to them to fill up the ranks, thinned by successive graduations? No! As I said before, let them be placed on the same basis of the other schools of similar grade. Let them be free, free by legal enactment, conditioned upon the completion of a prescribed course of study. The relation of schools of the same or similar grade is disturbed when one is free and the other requires remuneration for the same service.

These must be supplied, if supplied at all, from the fitting or preparatory schools. How near and interesting the relation existing between the academies and colleges! Shall it be dissolved? Shall the academies be abandoned? Shall the colleges cease to look to them to fill up the ranks, thinned by successive graduations? No! As I said before, let them be placed on the same basis of the other schools of similar grade. Let them be free, free by legal enactment, conditioned upon the completion of a prescribed course of study. The relation of schools of the same or similar grade is disturbed when one is free and the other requires remuneration for the same service.

These must be supplied, if supplied at all, from the fitting or preparatory schools. How near and interesting the relation existing between the academies and colleges! Shall it be dissolved? Shall the academies be abandoned? Shall the colleges cease to look to them to fill up the ranks, thinned by successive graduations? No! As I said before, let them be placed on the same basis of the other schools of similar grade. Let them be free, free by legal enactment, conditioned upon the completion of a prescribed course of study. The relation of schools of the same or similar grade is disturbed when one is free and the other requires remuneration for the same service.

These must be supplied, if supplied at all, from the fitting or preparatory schools. How near and interesting the relation existing between the academies and colleges! Shall it be dissolved? Shall the academies be abandoned? Shall the colleges cease to look to them to fill up the ranks, thinned by successive graduations? No! As I said before, let them be placed on the same basis of the other schools of similar grade. Let them be free, free by legal enactment, conditioned upon the completion of a prescribed course of study. The relation of schools of the same or similar grade is disturbed when one is free and the other requires remuneration for the same service.

These must be supplied, if supplied at all, from the fitting or preparatory schools. How near and interesting the relation existing between the academies and colleges! Shall it be dissolved? Shall the academies be abandoned? Shall the colleges cease to look to them to fill up the ranks, thinned by successive graduations? No! As I said before, let them be placed on the same basis of the other schools of similar grade. Let them be free, free by legal enactment, conditioned upon the completion of a prescribed course of study. The relation of schools of the same or similar grade is disturbed when one is free and the other requires remuneration for the same service.

These must be supplied, if supplied at all, from the fitting or preparatory schools. How near and interesting the relation existing between the academies and colleges! Shall it be dissolved? Shall the academies be abandoned? Shall the colleges cease to look to them to fill up the ranks, thinned by successive graduations? No! As I said before, let them be placed on the same basis of the other schools of similar grade. Let them be free, free by legal enactment, conditioned upon the completion of a prescribed course of study. The relation of schools of the same or similar grade is disturbed when one is free and the other requires remuneration for the same service.

These must be supplied, if supplied at all, from the fitting or preparatory schools. How near and interesting the relation existing between the academies and colleges! Shall it be dissolved? Shall the academies be abandoned? Shall the colleges cease to look to them to fill up the ranks, thinned by successive graduations? No! As I said before, let them be placed on the same basis of the other schools of similar grade. Let them be free, free by legal enactment, conditioned upon the completion of a prescribed course of study. The relation of schools of the same or similar grade is disturbed when one is free and the other requires remuneration for the same service.

These must be supplied, if supplied at all, from the fitting or preparatory schools. How near and interesting the relation existing between the academies and colleges! Shall it be dissolved? Shall the academies be abandoned? Shall the colleges cease to look to them to fill up the ranks, thinned by successive graduations? No! As I said before, let them be placed on the same basis of the other schools of similar grade. Let them be free, free by legal enactment, conditioned upon the completion of a prescribed course of study. The relation of schools of the same or similar grade is disturbed when one is free and the other requires remuneration for the same service.

These must be supplied, if supplied at all, from the fitting or preparatory schools. How near and interesting the relation existing between the academies and colleges! Shall it be dissolved? Shall the academies be

SPECIAL NOTICES.

NEW SCHOOL BOOKS.

We invite the attention of teachers and educationists to the following announcement of books recently issued by us. We will send sample copies of either or all of them, if desired, for examination, with a view to introduction, on receipt of the appended price.

First Lessons in Our Country's History, bringing out its salient points and aiming to combine simplicity with sense. By WM. SWINTON, A. M. Prof. History in the Cal. State Normal School. Condensed History, 8 vols. Square 12mo. Illustrated. Price, 50 cents. By mail, for examination, on receipt of 60 cents.

Word Book of Spelling, Oral and Written. Designed to attain practical results in the acquisition of the ordinary English vocabulary, and to serve as an introduction to word analysis. By Prof. WILLIAM SWINTON, Prof. of the English Language, University of California, author of "Condensed History, 8 vols." "Rambles Among Words," &c., &c. 154 pages. Price, 25 cents. By mail, on receipt of the appended price.

Botany for Young People. How Plants Hatch. HOW THEY HATCH. A PRACTICAL INVESTIGATION OF THE WORK OF NATURE. By Prof. A. A. GRAY, author of "Gray's Botanical Series." Beautifully illustrated, and printed on fine paper. 4to. Price, 75 cents. By mail, on receipt of the price.

Questions for Written Examinations. An aid to Candidates for Teachers' Certificates. A Hand-Book for Managers and Teachers. By JOHN SWINTON. Cloth. 360 pages. Price, \$1. By mail, on receipt of the price.

A Practical Course with the German. A new work of great excellence, and admirable adaptation for Schools and Academies. By Prof. W. H. WOODBURY, author of "Woodbury's German Series." 1 vol. Cloth. Price, \$1.50. By mail, for examination, on receipt of \$1.30.

An Elementary Manual of Chemistry; abridged, with the co-operation of the author, from Eliot & Storer's Manual of Inorganic Chemistry. By W. RIPLEY NICOLA, Assistant Professor of General Chemistry in the Massachusetts Institute of Technology. Fully illustrated with diagrams and other illustrations. 1 vol. 12mo. Cloth. 360 pages. Price, \$1.50. By mail, for examination, with a view to introduction, on receipt of \$1.

Swinton's Word Analysis. A Graded Classroom Book of English DERIVATIVE WORDS, with practical exercises in Spelling, Analysing, and Composing. With Exercises and Vocabulary. By SAMUEL H. TAYLOR, LL. D. Based on the twenty-fifth edition of Kuhner's Grammar. 1 vol. 400 pages. Price, \$1.50. By mail, for examination, on receipt of \$1.25.

A Condensed School History of the United States, calculated for distinctive results in Recitation, and containing a new method of Topical Recitation. By WILLIAM SWINTON, A. M., Professor of History in the University of California, and author of "Campaigns of the Army of the Pacific," "The War with Spain," "The War with Mexico," "The War with the United States," "Rambles Among Words," &c., &c. 1 vol. 128 pages. Price, 40 cents. By mail, for examination, on receipt of 35 cents.

More than 50,000 copies sold since its publication a year ago.

Cathcart's Youth's Speaker. Selections in Prose, Poetry, and Eloquence, suited to the capacity and taste of young people, and intended for the Exhibition Day requirements of Common Schools and Academies; with many new and original pieces. By GEO. H. CATHCART, A. M. 180 pages. Cloth. Price, for examination, 75 cents.

Robinson's Examples. Arithmetical Examples. Mixture and Alligation. (With and without Answers.) With numerous Tables of Measures, Weights, Measures, etc., designed for review and test exercises. By D. W. FISH, A. M. Cloth. 260 pages. Price, 75 cents, for examination.

The Spencerian Drawing Books. A series of 120 Examples, and Pictures and Characters, designed especially for the use of Schools, on a new and excellent plan. Prepared by H. HITCHINGS, Teacher of Drawing in the Boston English High School, and Prof. of Drawing, U. S. Naval Academy. To be communicated in books, Nos. 1, 2 and 3 now ready. Price, 30 cents each, for examination.

Rambles Among Words. Their Poetry, History, and Wisdom. By WILLIAM SWINTON, A. M. Handsomely bound in flexible cloth, and made of cloth, with a leather cover. 360 pages. Price, \$1. Single copies by mail, on receipt of the price.

Full testimonials of the above are published in the September number of the EDUCATIONAL REPORTER, where will also be found full descriptive notices of all of our new issues, together with much general educational news of interest and value. The Reporter will be sent free of charge, on application.

IVISON, BLAKEMAN, TAYLOR & CO., EDUCATIONAL PUBLISHERS, 138 and 140 Grand Street, New York. 175 West Randolph Street, Chicago.

S. S. Packard, at his Business College, 805 Broadway, qualifies young men for first-class positions by imparting a sound business education. The rooms are the most elegant, spacious and airy or any apartments in the city, and all the classes are under the care of thorough teachers. Call and see for yourself or send for circular.

FAIRBANK'S
(formerly Ellsworth's),
BUSINESS AND POLYTECHNICAL,
356 BROADWAY,
Superior advantages for practical instruction. FAIRBANK'S system, acknowledged to be the best in the country; Business Arithmetic, by the same author, with a foreword by B. F. Kelley, an able and experienced teacher.

New and elegant rooms will be taken September 1. Scholarships at present rates during the summer months only.

Thirty-five per cent. saved by purchasing the same in advance for the fall.

SPECIAL INDUCEMENTS to pupils of the public schools during their vacation.

Post Office Notice.—The Mails for Europe during the week ending Saturday, Aug. 17, 1873, will close at this office on Wednesday at 3 p.m., on Thursday at 11 a.m., and on Saturday at 10 a.m. P. B. JONES, Postmaster.

THE LAND OF FLOWERS. — Sulphur Springs, Fla., is one of the greatest curiosities in the South. It bursts forth in the midst of the most fertile country in the State. It bubbles up in a basin nearly one hundred feet deep and about an acre in extent, and sending from it a deep stream sixty to one hundred feet wide and extending six to eight miles to Oklawaha River. In the spring itself fifty boats may lie at anchor—quite a fleet. The spring thus forms a natural inland port, to which three steamers now run regularly from St. John's, making close connections with the ocean in steamers at Pilatka. The clearness of the water is truly wonderful. It seems even more transparent than air; you see the bottom, eighty feet below the bottom of your boat, the exact form of the smallest pebble, the outline color of the leaf that has sunk, and all the prismatic colors of the rainbow are reflected. Large fish swim in it, every scale visible, and every movement distinctly seen. If you go over the spring in a boat you will see the fissure in the rocks from which the river pours up like an inverted cataract.

New York School Journal.

Office, 119 Nassau Street.

SUBSCRIPTION, \$2.50 per year, in advance.

GEORGE H. STOUT, Editor and Proprietor.

NEW YORK, AUGUST 24, 1873

THE MISSOURI SCHOOLS.

The sixth annual report of the Superintendent of Public Schools of the State of Missouri, Mr. John Monteith, is a document of some 250 pages, and includes reviews of the working of the State University, the State Normal Schools, the St. Louis Public Schools, the Blind Asylum, etc., with general statistics, and engravings of the State University, the Lincoln Institute at Jefferson City, the Kirksville Normal School, the Deaf and Dumb Institution at Fulton, and the Cote Brilliante Public School at St. Louis—the latter believed to be one of the most perfect public school buildings in the United States. The number of children of school age in the State is placed at 634,443, in a population of 1,721,295. Of these, 597,270 are white, and 37,173 colored. The number attending school in 1871 was 330,070, an increase of 49,597 over the previous year, though the proportion of non-attendants is still by far too large. The total amount of money raised for school purposes during the year, including teachers' wages, school buildings and incidental expenses, was \$1,687,573, of which over a million was raised by direct tax. Missouri is a comparatively new State, and it is only within a few years that a public school system has been put in operation. It is gratifying, therefore, to learn from the Superintendent's report that "the common schools have almost universally increased in the materials of strength, enlarged in size, and grown more and more in favor with the people." This prosperity is attributable in part to the improved temporal condition of the people, "but mainly to a growing confidence in our grand system of education, supported, as it now is, by the preponderating sentiment of the whole intelligent world." A suggestive fact is stated by the Superintendent: "One county has drawn upon the State treasury to the amount of over \$3,000 for criminal prosecution, and paid during the same period its best teacher but \$30 a month; supported but one private and fifteen public schools, and returned an estimated value of school buildings and grounds amounting to \$915, all told. The assessed valuation of the land in this country is but \$1.04 per acre—lower than that of any other county in the State, with one exception." And this, the Superintendent states, is not a mere coincidence. "It can be demonstrated that those portions of the State where crime is most abundant; where fugitives from justice in other States have found the most welcome asylum; where bands of depredators have required executive interference; where the public funds have been most recklessly wasted and squandered, and the power of the law has been weakest; there abound the most violent opponents to education—the largest proportion of illiterate people, with almost no organized system of public instruction." The question of school-houses is discussed, and the contrast between the fine edifices of the town and the poor buildings, frequently log huts, of the rural districts, forcibly presented. While deprecating extravagance, the Superintendent says: "By all means let us have spacious, neat, but plain school buildings; let us insist upon proper arrangements and modes of ventilation; upon a convenience that shall demand good furniture, blackboards, means of easy entrance and egress, clothes rooms and even dinner rooms for the children." It would appear that hardly anything else could be required! The necessity for a more prompt, as well as a more liberal, compensation of teachers is urged. "A difficulty which our better class of teachers meet, and which is causing the loss to the State of some of its best teaching talent, is the tardiness with which teachers' wages are paid. Out of an institute containing forty-five teachers, quite three-fourths testified that their wages were one year behind, while a portion of these were waiting for the delinquent salary of two years." This is certainly a bad condition of affairs for the teachers, and disgraceful to the State. The progress of the two normal schools is spoken of as encouraging, and much is hoped of them in giving the State generally a better class of teachers; but slow pay will

surely discourage the best talent. The Superintendent favors the teaching of vocal music in the public schools; discusses the Bible question, which has crept in even there; urges an immediate revision of the general school law; and closes with a review of the question of compulsory education, which he is inclined to disfavor. "It is quite evident," he says, "that the time to enact forced attendance upon schools in Missouri has not yet come. We must try our hand in another direction. It is ours to build school-houses, perfect our normal schools, improve our teachers in our systems of instruction, and deepen and widen among our people a healthy educational sentiment, as the only proper basis of a system worthy a great State."

The educational system of Missouri includes a School of Mines and Metallurgy at Rolla, under the control of Prof. Chas. P. Williams. The course of study comprises the pure and implied mathematics requisite for the civil, mechanical or mining engineer. The institution is reported to be in a flourishing condition.

The seventeenth annual report of the Board of Directors of the St. Louis public schools is accompanied by that of the Superintendent, Mr. Wm. T. Harris, and has an appendix of rules, statistics, etc. There are also engravings of the Normal School, the High School, and one of the public school buildings. In a population of 325,000 there are enrolled, between 5 and 21 years of age (drawing State money), 101,127. The number between 6 and 16 years of age is 65,721. The number of pupils enrolled in the day and evening schools is 81,087. The statistics of the private schools are not given; therefore the exact percentage of school attendance cannot be ascertained. The board, however, "congratulates the public on the present flourishing condition as well as the future prospects of the schools." The Superintendent, on the basis of his school statistics, discusses at considerable length, and rather grandiloquently, the "Nature and Importance of Moral Education," but wishes to be "explicitly understood as claiming only that public school education is moral, and completely so, on its own basis; that it lays the basis for religion, but is not a substitute for religion." He concludes, after all, that "the relation of the Human to the Divine cannot form a subject of legislation in a free State, nor a topic of instruction in public schools; the church justly claims the prerogative of enlightening man on the highest of all themes." The normal and the high schools are doing their assigned work with credit, and the O'Fallon Polytechnic Institute is regarded as a source of pride to the city. As in Milwaukee, a course of German instruction is followed in the public schools. Considerable attention is now paid also to the education of colored children, and good progress is made.

THE NEW EDUCATIONAL LAW IN CONNECTICUT.

The new educational law in Connecticut, passed at the last session of the Legislature, and just published in full in the Hartford papers, is calculated to stir the people of that State to a realizing sense of their responsibilities toward the young and toward the community generally. To begin with, the first section of the law makes the duty of training and educating compulsory—the phraseology being as follows: "All parents, and those who have the care of children, shall bring them up in some honest and lawful calling or employment; and shall instruct them or cause them to be instructed in reading, writing, English grammar, geography and arithmetic. And every parent, guardian, or other person having control and charge of any child between the ages of eight and fourteen years, shall cause such child to attend some public or private day school at least three months in each year, six weeks at least of which attendance shall be consecutive; or to be instructed at home at least three months in each year in the branches of education required to be taught in the public schools, unless the physical or mental condition of the child is such as to render such attendance inexpedient or impracticable." The penalties defined by the fourth and seventh sections of the law, for disobedience to these requirements, are sufficiently sharp. A fine of five dollars per week is imposed upon parents or guardians who neglect or refuse to obey, up to the limit of thirteen weeks in one year—so that the parents or guardians of every Connecticut child who is not sent to school for a twelve-month must pay \$65, a

compliance with the law—while the selectmen of the different towns in the State are also empowered to admonish the careless or recusant of their duty under the law, and, in case of continued negligence, to remove such children as may have become "rude, stubborn or unruly" from under their care, and to bind them out to individuals or to charitable institutions until they attain the age of majority.

Compulsory education is, therefore, the law of Connecticut, and if the requirement be enforced, as it probably will be, that State will more than ever before deserve the title of "the land of steady habits." With all its young educated and trained to useful work, and with all neglectful parents "admonished" or disciplined and fined, it is difficult to see why Connecticut should not become an American Germany in all that relates to popular instruction and intelligence. The new law seems stringent—almost harsh—but we are not certain but its introduction into every State of the Union would prove to be the best preventive of the crime and misery which follow in the wake of ignorance and idleness. According to the census of 1870, Connecticut had about 30,000 illiterate persons over the age of ten years, out of a population of 537,454. Under the census of 1890, if this new law should produce the expected results, there will be no person within her borders destitute of the rudiments of education—a consummation which not Connecticut alone, but every other State in the Union, might usefully labor to attain.

GOOD READERS.

It is a common saying that not one person in a thousand is able to give a quotation with absolute accuracy. How many out of a thousand are capable of reading any striking passage with effect?

The art of good reading is cultivated in Europe much more carefully than in this country, perhaps for the reason that the American habit of rapid talking plunges our people into the pernicious fashion of hurrying over the printed page as rapidly as they throw words off the end of the tongue, but there is no good reason why elocutionary acquirements should not receive among us the attention they deserve. This subject was brought prominently before the last meeting of the State Teachers' Association, in a paper read by Miss Emily A. Taylor, teacher of elocution in the Normal School at Albany, and published in a recent issue of the SCHOOL JOURNAL. One point urged by Miss Taylor is of vital importance in the training of young children if they are to become good readers—the work should be commenced at an early age. While we do not believe in the forcing process, which has an injurious effect upon the young, it is certainly the duty of parents and teachers to see that when a child begins to read it ought to be required to read naturally. In speech, every child is ready enough, rattling off its comments upon the little events of the moment with animation and fluency—but under the ordinary methods of instruction, the same words on a printed page which, in speaking, are all pronounced with emphasis, are drawled out without the slightest attempt at expression. Parents, who are the earliest teachers, can rectify this common error, in their own households, without severe labor; and when they have done this, they will have fitted the child to profit by the tuition of the schools, besides relieving the professional teacher of the task of undoing what has been badly done.

NATIONAL AID TO EDUCATION.

The National Education Association, which closed its twelfth annual session in Boston on the 8th inst., unanimously adopted resolutions commendatory of the measure now pending in Congress for the appropriation of the net proceeds of sales of the public lands for educational purposes. This project has met the approval of the House of Representatives, but is yet to be acted upon by the Senate. It will come up at the next session as unfinished business, and the hearty approval which it has received from a body composed of representative educators from all parts of the country should command the early attention of Senators. The bill, as passed by the House, provides for the distribution of one-half of the proceeds of public land sales among the several States, for a term of years, on the basis of illiteracy—the remaining moiety to constitute a permanent Educational Fund.

The good results of this system cannot be overestimated. It will serve to insure the universal education of the people, by aiding those States which do not possess school funds, and which contain undue proportions of illiterates; and it will stimulate the growth of educational institutions, which, once started, will unquestionably be sustained. The thinking American naturally regards free education as the corner-stone of the liberties he enjoys—it is too much to say that the number of thinking Americans is increasing?

We publish to-day a letter from Albany from a very esteemed correspondent without correction. We had not seen in the published reports any such antagonism between the academies and the higher class of public schools as he seems to have felt; but we have preferred to let him speak for himself. We are free to say that if any antagonism does arise between public-school teaching and private schools, in any grade whatever, we are for the public school. But we do not yet see any such antagonism. The general public-school system has, as yet, with a small number of exceptions only, comprehended the primary and grammar education. We confess to a hope that it will ultimately include collegiate and even university education for those who desire it; but that point is not yet reached, and meanwhile the academies in a measure supply the lack.

OBITUARY.

CHARLES L. BALCH.

Professor Charles L. Balch, Vice-Principal of Public School No. 19, died last Sunday at No. 151 East Eighty-fifth street, of an overdose of morphine, taken on Sunday evening to relieve an attack of neuralgia. Professor Balch was about thirty-three years of age, and was the son of a Universalist clergyman, who preached in this city for many years. He was educated at the Free College of New York, was the valedictorian of his class, and took all its principal prizes. He became a Unitarian preacher in Chicago and elsewhere, but losing his liking for the business and the doctrines, he turned his attention to teaching. He taught the classics for a while in private schools, especially in those of the Quakers. He was a prominent member of the Liberal Club of this city—a ready speaker and forcible debater, and had won many friends. A fine career seemed opening before him. His health was unusually good, and he had not complained very seriously of neuralgia until within a short time of his death. He leaves a young wife and child and a host of friends who will bitterly mourn his loss.

The Library.

HARNESSES' MAGAZINE: September, Vol. I, No. 1. Published by James & Webb, Wilmington, Del.

We welcome this new magazine as the forerunner of a new educational era in the thriving little State of Delaware. If we may believe the concurrent evidence of the Commissioner of the Government Bureau of Education, of the Hon. Willard Hall, widely known as "the father of the school law" of that State, and of the Census enumerators, Delaware has long been in need of a thorough school reform. The census returns for 1870 show that out of a total population of 125,015, more than one-fifth, or 23,100 persons over the age of ten years, are unable to write; while 19,356, or more than one-sixth, cannot read. This is a lamentable exhibit of illiteracy in a State which is prosperous and pushing in every direction of material progress. It is full time to stir the sluggish public mind to a sense of its duty to the young, and in no way can this essential work be more effectively done than by the diffusion of sound doctrine through the medium of types and ink. Professor Harnes, President of the State Normal University at Wilmington, has therefore, taken a long step toward the reform of his State, by beginning the issue of a lively magazine, devoted chiefly to educational subjects and home topics. Contributions are invited from all persons who are interested in the problems of education, or who have suggestions to offer; and the most liberal views will be given a fair field. We suggest to Professor Harnes the propriety of giving to the public such facts in relation to the present aspect of educational matters in his State as shall define its exact place among the commonwealths of the Union; the value of statistics of this character being not only for the present time, but also for the future, when comparisons with the past will become instructive and important.

PLYMPTON'S PARKER'S PHILOSOPHY. A new edition revised and enlarged. New York: Collier & Brother.

Prof. Geo. W. Plympton, of the Brooklyn Polytechnic Institute, has revised, enlarged and otherwise wonderfully improved the old familiar text-book, "Parker's Philosophy," but he has so honestly and conscientiously done his work—with an evident desire not to destroy a single feature of the favorite *caecum* of many a scientist now teaching his own boys what he learned from it in his youth—that it is a pleasure to skim through the fascinating pages, and fully as great a pleasure does it give us to bear testimony to the fact that the editor has done full justice to the illustrious author, and has given us a first-class compendium of

STATE UNIVERSITY CONVOCATION.

[CONTINUED FROM PAGE 8.]

ability could be extended to the academy and college as well as the primary school. Thirty years ago if the question had been asked me if there would be a time when there would be a system of free common schools in this State? it would have been answered in the affirmative, but with the qualification that it would not be in my generation; and yet for years it has been in the full tide of practical and successful working.

I held to the maxim that "the rulers of a State should educate the children of a State." I hold to it still, but in view of the past I would now modify it, so that the principle should be: "A State should educate the youth of a State," and this as well in the higher branches of learning as those taught in the primary school.

In a country like ours why should not the children of the poor enjoy the same advantages as the children of the rich? Why should they not be fitted by the State for its service? Why should there not be a school of preparation for the civil service of government as well as its military and naval service, not by a separate school of learning, but by opening the door of our colleges.

In this respect our civilization is far behind that of the Chinese, when such a system has been for a long time in practical operation.

The effect of such action would be the most effectual mode of accomplishing the object so much desired and so eagerly sought for in our days—that is, civil service reform.

If thirty years have brought about so much for primary schools, why may not another thirty years achieve a result so desirable.

There is not time now, even had I a detailed plan, to present and discuss it. The object is a feasible one, and though the doors may not at once be opened to all, yet scholarships might be established, and thus furnish ample endowments for the collegiate institutions.

These thoughts are thrown out as deserving serious consideration by the thoughtful friends of education, and it is hoped that they will not only receive such attention, but pave the way to practical action, so that education, in all its departments, shall be free.

Principal Albert Wells, of Peekskill Academy, said that, however we may differ as to the details of a system of legislative aid to our academies, there is doubtless great unanimity in favor of the principle. And if the academies, for the last thirty years or more, have received but the petty dividend of the uniform appropriation of \$40,000 a year, it is owing to their own inactivity in the matter.

While the Legislature has been besieged by the agents of every other interest, and millions of the people's money have been granted to corporate interests and national advancement, the friends of the academies have been too modest or too indifferent to their interest to engage in a concerted effort for their benefit.

We have seen what a little united and persistent effort has been able to effect. For several years I have looked with great interest on the growing attention to this subject. We can certainly put out of question the personal interest of those having charge of the academies. We have the most cogent reasons, based on the general good, to urge upon the Legislature. And I cannot doubt that the moral power and influence of the liberal educators of the State are fully adequate to every desired result.

But we must not rest satisfied with what has been done. If we remain silent, it is more than probable that the Legislature will reverse its recent action, and cut down future appropriations to the income of the old Literature Fund, which costs the people by taxation nothing. Let every trustee, principal and professor in our academies make common cause in this matter, and prosecute it with persistent and untiring vigor.

Dr. King said, from a line of remarks indulged in by two of the speakers who have criticised rather freely the results of normal school instruction in the State, he apprehended it may be inferred that this Convocation intends to antagonize the normal schools. The normal schools are not on trial before this Convocation, if they are on trial before the people. We know the instructors in these schools. They are able and worthy men, our brethren in the work of education. If they are to be arraigned let them have notice, and they can speak for themselves.

It is premature to judge of the products of these new institutions before they are fairly under way. Give them reasonable time and wisdom will be justified of her children. For himself, he welcomed those co-laborers heartily. With a little needed legislation to hold them to their legitimate work of qualifying their pupils to teach in the public schools, all these normal schools are greatly needed. This Convocation will give them "God speed" in their important work.

FIDELIS.

A little boy accosted his father thus: "Papa, are you growing still?" "No, dear; what makes you think so?" "Because the top of your head is coming through your hair."

—London has a population of 3,883,002, which is more than New York, Philadelphia, Boston, Brooklyn, Chicago, Baltimore, Cincinnati, New Orleans, San Francisco, Buffalo and all put together.

OBJECTIVE TEACHING.

ITS VALUE AND THE EXTENT OF ITS ADAPTATION TO SCHOOL INSTRUCTION.

The following paper was read before the Elementary Section of the National Educational Association, at Boston, August 6, 1872, by N. A. Calkins, Supt. Primary Schools, New York City:

The laws of human development, the order in which the faculties of children unfold the subjects and means most suitable to educate mental activity, and the manner in which the mind gains knowledge, are among the most important things to be regarded by teachers.

Those who arrange the plans and direct the methods for the development and early culture of the minds of children need to possess a thorough knowledge of their natural powers and tendencies, and also of the manner in which these may be influenced by external agencies; for upon the thoroughness of the adaptation of methods to conditions will depend the success of the development, and the extent of the culture. The natural development of mind begins with its activity through the organs of sense, and its progress in the acquisition of knowledge corresponds to the facility with which it attains in gaining ideas through the influence of surrounding objects. It must therefore be apparent that the amount of knowledge obtained will depend to a great extent upon the clearness of the ideas derived through the senses. If these chief gateways of learning be but partially opened, the elements of ideas must pass through them with difficulty, and they may become much distorted by the passage; but with these windows and doors to the mind wide open, all other obstacles to mental acquisition may be readily overcome, for clearness of perception leads to completeness of knowledge.

The various facts which children gather from carefully noticing the objects and movements around them, assume the form of knowledge so fast as their chief relations are recognized and properly grouped or classified. Knowledge consists in classified facts and relations. A little knowledge embraces but a few classified facts; much knowledge includes many facts, and wider relations and conditions. The facility and strength of the powers of classification depend largely upon the early influences, in this direction, by those with whom children are surrounded.

If early led to notice everything about them with care, and to understand the uses and relations of objects and their movements, children will soon form habits of careful observation and classification that will lead to accurate and extensive knowledge. Such habits are a permanent guarantee of success in after years.

We cannot add a new faculty to the mind by any process of teaching, nor change the natural mode of its development; but we can surround it with new influences adapted to awaken its slumbering forces, and thus increase its powers of activity.

These new influences may consist of the mode of training children during the first years of school instruction. The manner of learning, as well as the facts learned, develops the mind and gives it habits that influence all its subsequent attainments. It becomes, therefore, a matter of no small moment what methods of teaching shall be employed, since upon these must depend the habits of learning that will control all the future career of the pupils.

Let us briefly examine the two great classes of methods of teaching which embrace the various modes of instruction usually found in our schools.

One class comprises those methods which are founded upon the idea that all useful knowledge is treasured up in books, and that the best way to obtain it is to memorize what the books contain.

The other class includes the methods known by the terms kindergarten, object lessons, objective teaching, oral instruction, experiments, etc.

This first class of methods requires that the preliminary steps of instruction shall consist in teaching the elements of written language. These elements, being wholly artificial, possess no natural relation to the subjects of which the written language treats; neither do they contain any innate attraction for children.

During all the time spent in learning these elements the children are prevented from exercising their senses in a natural manner. These methods of teaching are unlike the modes of learning which nature presents to the young; hence the proper development of their minds is retarded, rather than hastened.

No habits of carefully noticing every thing around them are formed by the unnatural means used by the teacher. No taste for the observation of plants, leaves and flowers, with their varied forms and beautifully tinted hues, is cultivated. No love for studying the structure, movements and interesting habits of animals is gratified. No knowledge of objects, of their properties and uses, or of the common events of life, is presented to satisfy the cravings of young minds for information about what they daily see around them. The pleasant ways in which God fitted children to go in the pursuit of knowledge are shunned, while they are led in artificial and uninteresting ways till they care but little whether they are going, and know less of why they are conducted over the toilsome and cheerless route. If their feet lag they are hastened on by telling them that they are ascending the "hill of science," when glorious views will greet them when the summit is attained.

Again and again their weary steps falter while gazing at cloud-capped summits far above them, and the toilers wonder why they are

still urged onward by their guides to be ensconced in an impenetrable mist.

Children want to see with their own eyes the beautiful forms, and colors, and movements of everything about them; to hear the sweet songs of birds and the sounds of babbling brooks; to touch and taste and smell, that they may know the various properties and qualities of objects; but their eyes and ears and hands are confined within the walls of school-room, from which all the attractions of nature are excluded. Books are made to take the place of forms and colors and objects and motions and sounds and tastes. The real things are kept out of sight, and artificial symbols are substituted in their stead. In place of beholding the charms of nature face to face, pupils are told to study what others say about them.

Observe a class of pupils trying to memorize the table of distance before they have been trained to distinguish differences in lengths; or the table of weight when they have no definite conception of relative lightness and heaviness; or the tables of liquid and dry measure without associating them with the common measures in daily use at home. Hear these same pupils repeat the definitions of capes and islands without knowing that those points of land which they have so often seen projecting into the river or pond are real capes, and that those verdure-crowned portions of rocks and earth in the middle of the little stream near their own homes, are true islands.

Behold these students poring over their text-books on botany, trying to remember which parts of the flower are called stamens, pistils, petals, corolla or peduncle. Notice the vacuous expression on the face of the lad who is reciting his lesson in zoology, as he tries to remember the difference between rodents and carnivora, or pachyderms and marsupials. Then contrast this lad's expression with the enthusiasm of one who is comparing the teeth of the cat and dog with those of mice and squirrels, as he discovers that the teeth of his pets are fitted for tearing and eating flesh, while those of the mouse and squirrel are like chisels, and fitted for obtaining food by cutting open hard shells of nuts. No wonder that these pupils hail with unbounded joy the holiday that allows them to run in field and forest, and gratify those tastes which God implanted in their natures so deeply that they well up through all the debris of stultifying methods of the school room.

Let us now turn to the other class of methods. Observe a child for the first five years of its life, and consider the vast amount of information which it acquires in that period, also remember that during all this time the artificial methods of teaching from books are unknown to the rapid learner. Watch the little one as it recognizes those whom it daily sees around it, and learns to distinguish the forms, colors, sounds and names and uses of the various animals about its home. Observe how it learns to understand and use a difficult language, then point out, if you can, during the period when teachers are trying to make him learn from books, an equal amount of mental attainments in twice five years. Why this difference in the progress of development between the period when nature is the chief instructor, and that when the child enters the school-room and teachers attempt to guide it in the single path of learning from books. Is it not because the mode of which the young child learns is a natural one and in accordance with the laws of mental development, while the methods employed in the other cases are unnatural, and attempt to force the mind to do that for which it is not yet fitted?

Compare the means for training hands, fingers, eyes and ears in the plays of the Kindergarten with the ways by which the child learns before it is five years of age, and notice the adaptation of these first steps in systematic instruction to nature's modes of teaching. Observe how the perceptive powers are awakened and cultivated, how dexterity is imparted to the fingers, how ideas of size, shape, color, order and neatness are developed, how these methods of training are adapted to those characteristics of child-nature which we see manifested in its love of activity, and its desire to do what it sees others doing.

Now follow the child as he enters the Primary School, where his powers of observation are developed by object lessons. See how the instruction deals with familiar things as a means for leading him to understand other objects about which he already knows but little. Observe the manner in which the first steps are taken in learning his own language in its printed form. Instead of dealing with the elements of form alone—the letters—the child is at once introduced to the word as a sign or name of some common object. This is first learned as a whole word, and then followed by other words in the same manner. In addition to learning the words as wholes, by their form, the pupils are taught to recognize the sounds as heard in the spoken word, then to know the characters or letters that make the written word. But during all this process of learning, the real things and acts and qualities and thoughts represented by the words learned are kept most prominently before the pupil's mind. And in all subsequent stages of learning to read the pupils are required to regard thoughts, ideas and facts with more attention than words; also to express the thoughts with easy conversational tones of voice. This child's instruction in number commences by training him to count objects, then to recognize and make the figures which stand for the numbers of things counted. When he is ready to commence addition, at first he is trained in familiarity

with the results of combined numbers until he knows instantly that 7 and 5, when added, will always give a 2 in unit's place; that 9 and 7 always give a 6, whether in 17 and 9, or 29 and 7, or 77 and 9. By this means the common fault of combining numbers by counting is readily overcome.

Thus in every department of arithmetic, by the methods of objective teaching, the pupils are first trained by the use of objects, familiar experiences and blackboard illustrations to understand those principles that pertain to the matter under consideration, and subsequently they are directed to study the same subject from text-books; afterward rules, recitations, reviews and examinations appropriately follow. Each subject of school instruction may be presented in a similar manner.

Let it be distinctly understood that it is far from our purpose to claim that either objective teaching or oral instruction alone, or both together, should displace all use of text-books in school. The true office of these methods of teaching is to prepare pupils for the proper use of books. School life is far too short to make it possible for each individual pupil to acquire one-tenth of the most important facts direct from nature, or from a teacher's lips, which the world's cheerful observers have collected, even during the present century, and classified into the various sciences now recorded in our text-books. Besides, children need to be trained to habits of learning from books that with their aid they can continue the study of nature and science after the teacher's guidance has ceased. Moreover, we do not understand objective teaching to mean that the method of instruction shall always employ objects, nor that it shall exclude text-books; rather that it should so adapt training exercises to whatever subject may be introduced as to fit the pupils for learning by the aid of systematic observation, oral instruction, apparatus and books, all combined, in a most thorough manner.

Object teaching ought to precede all use of books, and be continued in such a way as to join in a life-long union the study of nature and art without and with books; each contributing its due proportion to the combined stock of knowledge.

Those who carefully observe the general progress of education, and note the tendencies of the times in relation thereto, are well aware that each year shows an increased attention to the study of nature, through what are commonly known as the natural sciences. After long years of persistent memorizing of rules and definitions in grammar, which are seldom used in after life, as the correct use of language comes chiefly from habit rather than rules; and after months spent in learning the names of rivers and capes, and mountains and towns, without understanding their relations to the world, its people and products, it has come to be admitted that there are other subjects which have just as intimate relations to the affairs of daily life, and which are far more interesting and easily understood by children, that ought to and may easily receive more attention. Not only are children deeply interested in natural objects—the leaves, flowers, fruits, birds, quadrupeds and insects—which they see around them, but it has been found that attention to these objects furnishes the best means for developing their observing powers, and storing their minds with facts that will prove useful during all subsequent life. By early attention to such natural subjects, in a proper manner, children become more thoroughly prepared to profit by instruction in language, geography, grammar, etc.

Living, moving forms possess the greatest attractions for children. The life and motions exhibited in the animal world, corresponding with the activity of childhood, place animals among the earliest and most interesting objects that awaken the curiosity of the young; hence they furnish materials admirably adapted to cultivating their perceptive faculties, and forming habits of attentive observation.

One of the chief difficulties in the way of giving profitable attention to natural history in our common schools, especially in the department of zoology, has been the fact that a sufficient number and variety of animals could not be seen alive, nor stuffed specimens provided to such an extent as to afford an opportunity for systematic instruction in accordance with that method which Agassiz assures us is the true way to obtain knowledge from nature, viz.: observation and comparison.

But I trust the time is not far distant when correct representations of birds, and quadrupeds, and reptiles, and insects, and plants, arranged with the view of facilitating observation and comparison, at least so far as relates to the most important of those characteristics by which animals are classified and their habits learned, will be prepared in such a way as to render the study of natural history, in its elementary stages, as practical and easy as that of geography is now.

In conclusion I will briefly indicate the proper extent of objective teaching.

Let the instructive amusements of the kindergarten receive children first from their mother's arms; let the training exercises of objective teaching meet them as they leave the threshold of home for school, and lead them in the pleasant ways of knowledge, opening their eyes to behold the beauties of nature, and developing their powers for learning while they are taking elementary steps in our written language, and in the science of numbers, in the qualities and properties of objects, and in the habits of animals and plants. Then oral instruction, uniting with objective training, will conduct them in simple paths of science, and direct their steps until tastes and habits and judgment

may safely assume their guardianship in subsequent pursuits of knowledge from nature and books.

Objective instruction can most successfully open the portals of science and guide the early steps of those who enter therein. It will prepare pupils for learning readily from all sources, and lead them to seek books from a desire to know what others have discovered in nature. By it the elementary steps in knowledge can be taken most nearly as the child would learn the same subject from objects with only nature for its guide. It adapts the subject and the manner of instruction to the mental conditions of pupils in all their varying aspects. No text book can successfully meet these different conditions; only the living teacher can so present the matter of instruction as to harmonize in time and manner with their needs.

In the various stages of school instruction, whatever may be the subject, let the teacher first prepare the pupils for studying it by introducing it orally, and whenever necessary, illustrating its chief points so that these shall be clearly understood by them; then assign the same subject as a lesson to be studied in the text-book, and afterward recited by them and further explained by the teacher. By this means habits of giving more attention to facts and ideas than to the mere forms of language will be formed, and the student's progress in knowledge will be thorough, practical and rapid.

To know is a great attainment. To know how to do is a high art. The first comprises knowledge; the second, the ability to use it. To secure the great attainment is the first duty of every teacher. To master the high art is of equal importance; it makes the first valuable, and insures success in its use.

It is strangely curious that the doing of the same thing may be both easy and difficult—easy when done in the right way, difficult when done in the wrong way. Success attends the doing in the right way, failure is sure to follow the doing in the wrong way. Let teachers remember their first duty in regard to methods of instruction—to know which ones are in harmony with nature; also take due care in so attending to the second as to master the high art of using these methods in the best manner, and a crown of success shall be their reward.

SIMILIA SIMILIBUS CURANTUR.

HUMPHREYS'

HOMOEOPATHIC SPECIFICS
HAVE PROVED, FROM THE MOST AMPLE EXPERIENCE, an entire success: Simple—Prompt—Efficient and Reliable. They are the only Medicines perfectly adapted to popular use—so simple and so easily administered, so safe, so harmless as to be free from danger, and so efficient as to be always reliable. They have raised the highest commendation from all, and will always render satisfaction.

1. <i>Carex.</i>	2. <i>Fever.</i>	3. <i>Congestion.</i>	4. <i>Inflammation.</i>	5. <i>Worm.</i>	6. <i>Cough.</i>	7. <i>Colic.</i>	8. <i>Diarrhoea.</i>	9. <i>Dysentery.</i>	10. <i>Cholera.</i>	11. <i>Scrofula.</i>	12. <i>Hydrocephalus.</i>	13. <i>Suppression.</i>	14. <i>Whites.</i>	15. <i>Profuse Periods.</i>	16. <i>Redness.</i>	17. <i>Blister.</i>	18. <i>Ophthalmia.</i>	19. <i>Catarrh.</i>	20. <i>Convulsions.</i>	21. <i>Headache.</i>	22. <i>Dyspepsia.</i>	23. <i>Suppression.</i>	24. <i>General Debility.</i>	25. <i>Dropsey.</i>	26. <i>Scars.</i>	27. <i>Hydrocephalus.</i>	28. <i>Nervous Debility.</i>
1. <i>Worm.</i>	2. <i>Worm.</i>	3. <i>Worm.</i>	4. <i>Worm.</i>	5. <i>Worm.</i>	6. <i>Worm.</i>	7. <i>Worm.</i>	8. <i>Worm.</i>	9. <i>Worm.</i>	10. <i>Worm.</i>	11. <i>Worm.</i>	12. <i>Worm.</i>	13. <i>Worm.</i>	14. <i>Worm.</i>	15. <i>Worm.</i>	16. <i>Worm.</i>	17. <i>Worm.</i>	18. <i>Worm.</i>	19. <i>Worm.</i>	20. <i>Worm.</i>	21. <i>Worm.</i>	22. <i>Worm.</i>	23. <i>Worm.</i>	24. <i>Worm.</i>	25. <i>Worm.</i>	26. <i>Worm.</i>	27. <i>Worm.</i>	28. <i>Worm.</i>
1. <i>Worm.</i>	2. <i>Worm.</i>	3. <i>Worm.</i>	4. <i>Worm.</i>	5. <i>Worm.</i>	6. <i>Worm.</i>	7. <i>Worm.</i>	8. <i>Worm.</i>	9. <i>Worm.</i>	10. <i>Worm.</i>	11. <i>Worm.</i>	12. <i>Worm.</i>	13. <i>Worm.</i>	14. <i>Worm.</i>	15. <i>Worm.</i>	16. <i>Worm.</i>	17. <i>Worm.</i>	18. <i>Worm.</i>	19. <i>Worm.</i>	20. <i>Worm.</i>	21. <i>Worm.</i>	22. <i>Worm.</i>	23. <i>Worm.</i>	24. <i>Worm.</i>	25. <i>Worm.</i>	26. <i>Worm.</i>	27. <i>Worm.</i>	28. <i>Worm.</i>
1. <i>Worm.</i>	2. <i>Worm.</i>	3. <i>Worm.</i>	4. <i>Worm.</i>	5. <i>Worm.</i>	6. <i>Worm.</i>	7. <i>Worm.</i>	8. <i>Worm.</i>	9. <i>Worm.</i>	10. <i>Worm.</i>	11. <i>Worm.</i>	12. <i>Worm.</i>	13. <i>Worm.</i>	14. <i>Worm.</i>	15. <i>Worm.</i>	16. <i>Worm.</i>	17. <i>Worm.</i>	18. <i>Worm.</i>	19. <i>Worm.</i>	20. <i>Worm.</i>	21. <i>Worm.</i>	22. <i>Worm.</i>	23. <i>Worm.</i>	24. <i>Worm.</i>	25. <i>Worm.</i>	26. <i>Worm.</i>	27. <i>Worm.</i>	28. <i>Worm.</i>
1. <i>Worm.</i>	2. <i>Worm.</i>	3. <i>Worm.</i>	4. <i>Worm.</i>	5. <i>Worm.</i>	6. <i>Worm.</i>	7. <i>Worm.</i>	8. <i>Worm.</i>	9. <i>Worm.</i>	10. <i>Worm.</i>	11. <i>Worm.</i>	12. <i>Worm.</i>	13. <i>Worm.</i>	14. <i>Worm.</i>	15. <i>Worm.</i>	16. <i>Worm.</i>	17. <i>Worm.</i>	18. <i>Worm.</i>	19. <i>Worm.</i>	20. <i>Worm.</i>	21. <i>Worm.</i>	22. <i>Worm.</i>	23. <i>Worm.</i>	24. <i>Worm.</i>	25. <i>Worm.</i>	26. <i>Worm.</i>	27. <i>Worm.</i>	28. <i>Worm.</i>
1. <i>Worm.</i>	2. <i>Worm.</i>	3. <i>Worm.</i>	4. <i>Worm.</i>	5. <i>Worm.</i>	6. <i>Worm.</i>	7. <i>Worm.</i>	8. <i>Worm.</i>	9. <i>Worm.</i>	10. <i>Worm.</i>	11. <i>Worm.</i>	12. <i>W</i>																

Boys and Girls' Department.
CONDUCTED BY L. MATTHEW HERSHFIELD,
"SNOWBIRD."

UP WITH THE BREEZE.

"Up with the breeze, the birds and the bees,
I have a bee sing in the morn;
And his bee kept time with the merry rhyme,
As he cheerfully hied his bee."

Down went the weeds and the noxious seeds,
Down went the weeds and the corn,
And I looked with delight on the gladsome sight,
The work of the early morn.

Then the heart of the boy was fill'd with joy,
As down came the rays of the sun,
And told him to go and put up his bee—
They hie the work had begun.

The broad green leaves turned to golden sheaves,
And this field of beautiful corn
Was gathered and sold; thus turned into gold
The work of the early morn.

Then up with the breeze, the birds and the bees,
If you wish to grow wealthy and wise;
And merrily sing, like birds in the spring,
While your work as merrily flies.

The poor sleepy-head, who lingers in bed,
When the sun is high in the sky;
And when he grows old will be hungry and cold,
So keep "wide awake," my boys.

We regret very much that we have unavoidably been prevented from handing in the copy of "Our Weekly Chat" in time for this week's JOURNAL. We have received quite number of letters and contributions, all of which will receive attention in the "Chat" in next week's JOURNAL. The answers to "Gymnastics" in No. 81, will also appear in the next issue of the JOURNAL.

GYMNASTICS FOR THE BRAIN.

NO. 1.—ARITHMETICAL PROBLEM.

Three numbers amount to exactly fifty-one. The second multiplied by the first equals the third. The square of half of the second equals the third. The second minus the first, multiplied by the quotient of the second by the first, equals the third. What are the numbers?

L. A.

NO. 2.—HIDDEN ANIMALS.

L is a buff awning over the tent.
L. Look! I dare say they are coming here.

III. I heard a tap, I really believe.
IV. You are telling a fib, expecting to deceive me.

V. Which are you going to buy, a pencil or an apple?

NO. 3.—CHARADE.

I. Without me neither man nor beast
Could walk, run or creep the least.
2. You will find me if you look
At the close of every book.
Whole. Around the fire of a wintry night
I'm listened to with great delight.

JOHN A. THAN.

NO. 4.—SQUARE WORDS.

I.
1. A city in Pennsylvania.
2. To travel on horseback.
3. An image.
4. Fishes.

H. S.

II.
1. What scholars use.
2. Barn.
3. To prevent.
4. French for earth.
5. To enter.

M. L.

NO. 5.—RIDDLE.
I have neither been nor can I be in the future; I am ever with you, yet ever changing; reverse me and you have gained; bide me and I am forward; reverse and I am an assertion.

WILLIAM.

NO. 6.—DOUBLE ACROSTIC.

1. An Italian patriot.
2. A country of Africa.
3. City in Russia.
4. Oblong.
5. To pacify.

EPH. RAIM.

My initials are found in my initials.

NO. 7.—COMPARISONS.

1. Positive, a course; comparative, caution; superlative, loss.
2. Positive, a poet; comparative, an opening in the skin; superlative, a station.
3. Positive, a face; comparative, a fruit; superlative, a kind of glass.

DEWDROP.

NO. 8.—PROBLEM.

A man had a certain number of peaches. He gave away a third and one over; lost a seventh of the remainder and two over; sold a quarter of the remainder and five over, and then had twenty-five remaining. How many had he at first?

M. A.

NO. 9.—ENIGMA.

Into the air with wings I fly,
No life have I, death I defy;
And though you often gaze on me,
No eyes have I wherewith to see.

And to you be it understood,
I never knew the taste of food;
I soar by night, I soar by day,
Children delight with me to play.

No legs have I wherewith to stand,
And, surely, now you understand;
For bird by name, no bird am I,
Come tell my name without a sigh.

JAMES R. G.

THE LOST RING.

Many years ago a lady sent her servant—a young man about twenty years of age, and a native of the country of where his mistress resided—to a neighboring town, with a ring which required some alteration, to be delivered into the hands of a jeweler. The young man went the shortest way, across the field; and coming to a little wooden bridge that crossed a small stream, he leaned against the rail, and took

the ring out of the case to look at it. While doing so, it slipped out of his hand and fell into the water. In vain he searched for it, even till it grew dark. He thought it fell into the hollow of a stump of a tree under water; but he could not find it. The time taken in search was so long that he feared to return and tell his story—thinking it incredible, and that he should even be suspected of having gone into evil company, and gained it away or sold it. In this fear, he determined never to return—left wages and clothes, and fairly ran away. This seemingly great misfortune was the making of him. His intermediate life we know not; but this, after many years absence, either in the East or West Indies, he returned with a considerable fortune. He now wished to clear himself with his old mistress. Ascertaining she was living, he purchased a diamond of considerable value, which he determined to present in person, and clear his character by telling his tale, which the credit of the present position might testify. He took the coach to the town above alluded to, and from thence set out to walk the distance of a few miles. He found, we should tell you, on alighting a gentleman who resided in the neighborhood, and was bound for the adjacent village. They walked together; and, in conversation, this former servant, now a gentleman, with graceful manners and agreeable address, committed the circumstances that made him leave the country abruptly many years before. As he was telling this they came to the very wooden bridge.

"There," said he, "it was just here that I dropped the ring; and there is the very bit of old tree, into a hole of which it fell just there."

At the same time he put down the point of his umbrella into the hole of a knot in the tree, and, drawing it up, to the astonishment of both, found the very ring on the ferule of the umbrella.

"What sustained our revolutionary sires during their struggle for liberty?" was what a New Canaan pedagogue asked a boy, and was astonished when the boy said, "Their legs, sir."

—Why is a candle-maker the worst and most hopeless of men? Because all his works are wicked, and all his wicked works are brought to light.

—Defer not till to-morrow to be wise; To-morrow's sun may never rise.

—"Letter go!" as the boy said when he lamp-posted his letter at the street corner.

—In my first my second sat, my third and fourth I ate? In-sat-i-ate.

HOW ARTIFICIAL DIAMONDS ARE MADE.—Artificial diamonds are made of a peculiar glass called strass. This glass has a property of refracting light in the same way as the diamond, and its manufacture has been carried to such perfection that an ordinary observer cannot distinguish gems made of it from real diamonds. After a few years these diamonds tend to crystallize, so that in ten years they become turbid and lose all their lustre. These stones, however, can always be distinguished by a practical lapidary by various tests, such as hardness and peculiarities in cutting. Diamonds are also imitated by a system called "blockage," in which a very thin slab of diamond is cemented to some stone, such as quartz or white topaz. Other real stones, such as zircon and topaz, when they are colored, or only slightly colored, are passed off as diamonds. It is generally supposed that diamonds are white, but they are of all colors. False diamonds are made almost entirely in Paris. Alaska and California diamonds are only quartz or rock quartz.

NO. 6.—DOUBLE ACROSTIC.

1. A city in Pennsylvania.
2. To travel on horseback.
3. An image.
4. Fishes.

II.

1. What scholars use.
2. Barn.
3. To prevent.
4. French for earth.
5. To enter.

M. L.

NO. 5.—RIDDLE.

I have neither been nor can I be in the future; I am ever with you, yet ever changing; reverse me and you have gained; bide me and I am forward; reverse and I am an assertion.

WILLIAM.

NO. 6.—DOUBLE ACROSTIC.

1. An Italian patriot.
2. A country of Africa.
3. City in Russia.
4. Oblong.
5. To pacify.

EPH. RAIM.

My initials are found in my initials.

NO. 7.—COMPARISONS.

1. Positive, a course; comparative, caution; superlative, loss.

2. Positive, a poet; comparative, an opening in the skin; superlative, a station.

3. Positive, a face; comparative, a fruit; superlative, a kind of glass.

DEWDROP.

NO. 8.—PROBLEM.

A man had a certain number of peaches. He gave away a third and one over; lost a seventh of the remainder and two over; sold a quarter of the remainder and five over, and then had twenty-five remaining. How many had he at first?

M. A.

NO. 9.—ENIGMA.

Into the air with wings I fly,
No life have I, death I defy;
And though you often gaze on me,
No eyes have I wherewith to see.

And to you be it understood,
I never knew the taste of food;
I soar by night, I soar by day,
Children delight with me to play.

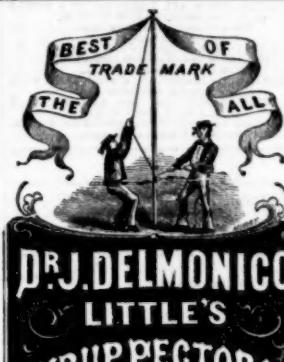
No legs have I wherewith to stand,
And, surely, now you understand;
For bird by name, no bird am I,
Come tell my name without a sigh.

JAMES R. G.

THE LOST RING.

Many years ago a lady sent her servant—a young man about twenty years of age, and a native of the country of where his mistress resided—to a neighboring town, with a ring which required some alteration, to be delivered into the hands of a jeweler. The young man went the shortest way, across the field; and coming to a little wooden bridge that crossed a small stream, he leaned against the rail, and took

MEDICAL.



A MOST
RELIABLE REMEDY FOR
Coughs, Colds, Hoarseness,
CATARRH, BRONCHITIS,
INFLUENZA,
RAISING OF BLOOD,
WHOOPING-COUGH, CROUP,
ASTHMA,
IN FACT, ALL DISEASES LEADING TO
CONSUMPTION.

The effects to be looked for by taking the Syrup Pectoral are wonderful and controlling influence over any cough, promoting sleep, allaying the dry tickling sensation in the throat, creating a healthy secretion or expectoration, increasing the intervals between the paroxysms of coughing, invigorating the whole system, curing the cough, and insuring health to maturity; thereby insuring immunity from Consumption.

SOLD BY DRUGGISTS EVERYWHERE
BATES & CO. PROPS.
425 CANAL ST. NEW YORK.

Dr. WOOD'S LIVER REGULATOR.

For the Permanent Cure of the most
Hopeless Cases of Dyspepsia,
Jaundice, Chills and Fever,
Disordered Digestion, Flatulency
and Acidity with sour Belches
of Wind & Gas from the Stomach,
Sick Headache, CONSTIPATION,
Nervous & General DEBILITY.
Prepared by Dr. Wood, at the Botanic Dispensary, 249 Grand St., New York.
Sold in all parts of the world, by all Druggists
in town or city.

MILLEN'S TANSY BITTERS.

These celebrated bitters are prepared from one of the most beneficial herbs known, and as a medicine for family use cannot be excelled. Being a gentle stimulant, and capable of removing all complaints arising from a disordered state of the kidneys and organs connected therewith, and are therefore without equal as a curative in all afflictions peculiar to females. They are most potent in regulating the functions of the womb, and in removing its irritations and restoring health and vigor to the debilitated functions. Also cures Dyspepsia, Indigestion, Pycrosis, Gout and Sick Headache, besides being a most powerful Appetizer.

Made and sold by the Proprietor, William Millet, and put up in a superior style for family use, and sold at the low price of \$1.00 and 50 cents per bottle; forwarded by express on C. O. D. to any accessible place. Sold by all druggists. Depot, 18 Bleecker street, near

RICHARD C. BEAMISH, Attorney and
Counselor and Notary Public, Supreme Court,
Chambers, New Court-house, Residence, 470 Second
avenue

Kendall's Spanish Annihilator.

The only remedy that will permanently banish all kinds of vermin, Roaches, Water-bugs, Bed-bugs, Moths, Ants, Fleas, Flies, &c., and GUARANTEED to keep them out for ONE YEAR AT LEAST, or NO PAY, as thousands of testimonials will prove. Contracts taken for cleaning ships, hotels and private dwellings.

REFERENCES.

NEW YORK: St. James Hotel, Colman House, Westminster Hotel, Brewster Hotel, Standard House, Grand Central Hotel, WHOLESALE AGENCY, 400 CANAL STREET.

R. H. SACKETT & CO.

Send for circulars.

SCHOOL BELLS.

THE MENEELY BELL FOUNDRY.

BELLS for Churches, Academies, Factories, etc., of which more have been made at this establishment than at all the others in the country, are now being turned out in great numbers. All bells are warranted upon application to E. & G. E. MENEELY, West Troy, N. Y.

The Weed "Family Favorite" SEWING MACHINE

THE BEST SEWING MACHINE FOR UNIVERSAL PURPOSES.

Sold on Monthly Payments.

Satisfaction Guaranteed.

INSTRUCTION FREE.

SALESROOMS:

613 BROADWAY, NEW YORK.
459 FULTON ST., BROOKLYN.

Parties Purchasing will please mention this Advertisement.

MISCELLANEOUS.

MICHAEL FALIHEE,

Locksmith and Bellhanger,

AND MANUFACTURER OF
BRONZED AND PLATED GOODS,

FOR BUILDERS.

Soles Palettes of the NEW HINGE BUTT, which is
now to be seen.
No. 102 EAST FIFTY-THIRD STREET,
(One door west of Third Avenue.)
Fifthly
NEW YORK CITY.

ESTABROOKE,
NON-REVERSED
FERROTYPES

31 UNION SQUARE,
N. W. corner Sixteenth Street,
NEW YORK.

SEWING MACHINES.

"BLEES"

NOISELESS

LOCK-STITCH

FAMILY SEWING-MACHINE

Challenges the world in perfection of work, strength and beauty of stitch, durability of construction and rapidity of motion.

Call and examine, and for agencies and circulars apply at printing office.

BLEES SEWING-MACHINE CO.,
No. 62 Broadway, New York.

"VICTOR"

The only Lock-stitch Machine that has
nothing to do with needles.

CAMPBELL & HECKER
PHOTOGRAPHERS

46 E. 14th ST. UNION SQ. N.Y.

The Highest Cash Price Paid

FOR
Paper Makers' Stock,
OLD BOOKS, NEWSPAPERS, PAMPHLETS, MAGAZINES, ETC.

J. TUCKER,
24 ANN STREET, N. Y.

Dress Trimmings

IN ALL STYLES MADE TO ORDER.

The most complicated styles, all colors and shades, perfectly matched.

FRINGES WOVEN INTO GARMENTS.

SHAWLS AND PARASOLS.

Orders filled promptly, at reasonable prices, at the

FACTORY OF
M. OPER,

51 BROADWAY, BETWEEN 11TH AND 12TH STREETS.

Best known for all grades of Family Work and Embroidering.

545 BROADWAY, NEW YORK.

391 FULTON STREET, BROOKLYN.

Silk, Bunting and Muslin Flags, Staffs, Etc.

Balls, Polos, etc., etc., always on hand.

E. J. ANNIN,
Manufacturer of Flags and Banners.

149 FULTON STREET, NEAR BROADWAY.

(Established 1847.) NEW YORK.

Silk, Bunting and Muslin Flags, Staffs, Etc.

Balls, Polos, etc., etc., always on hand.

HOW I TAUGHT A YOUNGSTER TO WRITE VERSE.

BY TOM HOOD.

CHAPTER VII.—CONCLUDED.

To return to the impersonation of inanimate objects, abstract ideas, etc., we must be careful that we do not impute to such impersonations actions of which they are incapable, or which may call up any ludicrous image. Byron has neglected this last precaution in "Childe Harold," where thus addresses the sea:

Time writes no wrinkle on thine avarice, brow:
Such as Creation's dawn beheld, thou rollest now.

Time writing wrinkles on the brow of Neptune is intelligible enough; but a blue brow is an oddity that tends to provoke a smile, which the next line is likely to aggravate, for it speaks of the personified ocean—Neptune—as "rolling," which is not a graceful employment for a deity.

A voice seraphic grasps my listening ear:

Here "grasps" is too violent an action to be attributed to a voice without the risk of suggesting a ludicrous image. Here is a more absurd figure:

Hail love, first love, thou word that sums^s all bliss!

The sparkling cream of all Time's blessedness.

Cream does not sparkle. Even if we stretch a point and suppose, what is very unlikely, that the writer alludes to the foam, which is said to cream on the surface of a glass of champagne, sparkling is not applicable to that, for though the bubbles which compose it sparkle when seen ascending through the wine, the congeeries of them which froth on the top is a dead white in effect. The following two lines are also marred by the extravagance of the conceits: Young loves, young hopes, dancing on Morning's cheek; Gems leaping in the coronet of Love.

Here Hopes and Loves (having capital letters) are personified, as is Morning, by the fact of having a cheek. A strange picture is presented to the mind by persons, representing love and hope, dancing on the cheek of some one else who personates Morning. In the second line the idea of gems "leaping" in a coronet is clearly inappropriate.

As I have pointed out this error, I may as well draw your attention to another, which may be as fitly discussed here as anywhere. You have read enough poetry to know that its sentences are generally very differently arranged from those of prose. Here are a few examples:

Thus with the year
Seasons return, but not to me returns
Day or the sweet approach of eve or morn.

We should say in prose: "The seasons thus return with the year; but neither day nor the sweet approach of eve or morn returns to me."

This says his hapless foes, but stood obdurate.

Now the nominative here is "his hapless foes" and they "saw this"—though there is nothing except the context (that is to say the meaning of the passage) to show that "this" is not the nominative which "saw his hapless foes."

This way of turning a sentence upside down, which is due to the necessity of so arranging words that they may fall in places to suit the metre, is called "inversion." It allows you, as in our last example, to put the objective before the verb and the nominative after it. But it must be used sparingly and with great caution. If you wish to describe the engulfing of a certain place by an earthquake, it will be safer to say "the earth swallowed the doomed city," than "the doomed city swallowed the earth." In the same way there will be less chance of confusion if, as history puts it, you write "Brutus stabbed Caesar," and not "Caesar stabbed Brutus." Another admissible form is equally ambiguous, viz., "Caesar Brutus killed."

In our next talk we shall have to enter on the consideration of Metaphor and Simile, which are the figures which occur the most frequently in verse, and may indeed be described as the very life and soul of it.

This is a grammatical error: "show word" should have the second person singular "summ'st."

Guyot's Geographies,

USED IN THE

Public Schools of New York City,

In all the Normal Schools of the State of New York, and also in the following important Cities:

Brooklyn, N. Y.
Cincinnati, O.
Newark, N. J.
New Orleans, La.
Cleveland, O.
Richmond, Va.
Erie, Pa.
Rochester, N. Y.
Allegheny, Pa.
Cambridge, Mass.
Columbus, O.
Indianapolis, Ind.

Lowell, Mass.
Portland, Me.
Utica, N. Y.
Richmond, Va.
Louisville, Ky.
Newburg, N. Y.
Binghamton, N. Y.
Lockport, N. Y.
Troy, N. Y.
Beloit, O.
B. C., etc.

COOLEY'S

ELEMENTS OF NATURAL PHILOSOPHY

USED ALMOST EXCLUSIVELY IN THE PUBLIC SCHOOLS OF NEW YORK CITY.

This new, handsomely illustrated Text-Book has had a most unusual welcome from teachers, and will be very largely used in the schools of the country now desiring an elementary class-book in Natural Philosophy.

Descriptive Catalogues and Special Circulars in regard to all of our School-Text Books, Teachers' Reference Library Books and Selected Miscellaneous List, suited to the need of Teachers, may always be had on application.

Correspondence of teachers and personal visitation is exceedingly welcome to us always and is most cordially invited.

Scribner, Armstrong & Co.,
64 BROADWAY,
New York City.

GUARDIAN MUTUAL
LIFE INSURANCE CO.
OF NEW YORK.

Office, No. 251 Broadway

ORGANIZED 1859.

Assets, * * * \$2,500,000
Losses and Endowments
Paid, * * * \$1,400,000

Cash Premiums. Annual Dividends.
TONTINE SAVINGS PLAN.

ANDREW W. GILL.....President
EVERETT CLAP.....Vice President
LUCIUS MCADAM.....Secretary and Actuary
HENRY C. CLENCH.....Assistant Secretary

DR. B. F. ATWOOD'S

GILEAD BALM FOR THE HAIR,

THE EXCELSIOR HAIR TONIC AND DRESSING OF THE WORLD.

It arrests the falling out of the hair immediately. It cures the Nervous Fright and Weaknesses.

Ass. Toilet Dressing is also made.

The following certificate is from H. Endemann, Ph. D., Assistant Chemist to the Hospital:

H. F. Atwood, M. D.—Sir: I have analysed your "Gilead Balm," and found it to be a truly vegetable preparation and free from any poisonous or injurious substance.

Respectfully yours,
H. ENDEMANN, Ph. D.

Price, \$1. Sold by all druggists.

1860 TO 1872.

R. A. OLMLSTEAD,
Manufacturer of and dealer in all grades of
Hoop Skirts, Corsets, &c.,

381 Broadway, near Tenth Street, N. Y.
Opposite A. T. Stewart & Co.'s. Entrance at side door
Headquarters for all the novelties.

Originator of the celebrated "PANIER MUSLIN FRONT HOOP SKIRTS," and the only manufacturer of a practical skirt of this kind.

THOS. C. MCRAE & CO.

(For thirty-one years at 322 Canal street.)

LADIES' DRESS TRIMMINGS,
FRINGE, GIMP, TASSELS, BUTTONS,
GUPIRE LACE, &c.

Machine Twist, Sewing and Embroidery Silks, &c.
807 BROADWAY, NEW YORK.
(Near Twenty-first street)

S E R V A N T S
A N D
S E W I N G M A C H I N E S.

ALL SINGER AND WHEELER & WILSON SEWING MACHINES sold on low monthly payments, without extra charge, and instructions given at home or at the office.

Also, Families supplied with faithful domestic SERVANTS, as usual.

ISAIAH WATTS,
240 Grand street, Second door East of Bowery

DRESSMAKING AND PATTERN ROOMS.

MISS J. S. WATLING,
335 Sixth Avenue,
Between 23d and 24th streets,
Late Le Bon Ton office.

TAYLOR'S SYSTEM TAUGHT.

Mrs. MILLER's Emporium of Fashions and Showrooms,

Opposite A. T. Stewart's, 777 Broadway, N. Y.

Mrs. MILLER begs to inform her customers, ladies and dressmakers, that she has the most reliable and choice collection of Fashionable Imported Trimmed and Plain Patterns in the country, exactly and accurately cut, waiting to be perused. Many years of experience make her safe competition.

S. H.—Dressing in all its branches.

MRS. JOYCE,
Manufacturer and Dealer in

DOMESTIC AND FRENCH COUTIL CORSETS, SHOULDER BACKS, BAGGAGES, SUPPORTERS AND OTHER EXTRAVAGANT ARTICLES.

No. 1236 BROADWAY, bet. 23d and 24th sts. and 223 SIXTH AV., between 15th and 16th sts., New York. Silk, Cotton, Linen and Cotton Corsets made to order at short notice. All can pass the door.

JOHNSON PRINTING.—EVERY DESCRIPTION OF BOOK and job printing executed in the best style at the office of the NEW YORK SCHOOL JOURNAL, 112 Nassau street. Special attention paid to the printing of programmes, circulars, catalogues, billheads, letter paper, head-pieces, paper, handbills, posters, or anything else in the printing line that may be required by school officers, teachers and scholars. All work executed with promptness and at the lowest terms.

REPAIRING SPECIALTY ATTENDED TO.

AMUSEMENTS

WOOD'S MUSEUM.
THE GREAT FAMILY REPORT.
CURIOSITIES FROM ALL PARTS OF THE WORLD
on Exhibition from 8 A. M. to 8 P. M.
The celebrated Fernando Giant,
The Chinese Giant,
8 feet 1½ inches high, and still growing.
Also, the beautiful Scotch Albino Boy,
ROY ROY MACGREGOR, JR.,
with hair and skin of a golden yellow texture, while
the eyes are of a delicate pink.

TWO PERFORMANCES IN THE LECTURE-ROOM
DAILY AT 2 AND 8 P. M.

A choice and unceasing entertainment given.

Admission, 20 cents; Children, 15 cents.

294 FRONT STREET.

AND

PIANOS! PIANOS!!

CABINET ORGANS AND MELODEONS

AT MERRILL'S, (late Cummings)

PIANO WAREROOMS, NO. 8 UNION SQUARE.

A large stock, including Pianos of the best makers, for sale cheap, or cash, or to rent. Money paid for
rent applied to purchase. Repairing done well and promptly. Call and examine before deciding elsewhere.

M. M. MERRILL, late Cummings, No. 8 Union Square.

REDUCTION IN PRICE ON FIRST-CLASS PENMANSHIPS.

The retail price of Eightymer's American System of Penmanship and of Knopp's German and English Pen-

manship has been reduced to Ten Cents.

EIGHTYMER'S AMERICAN SYSTEM OF PENMANSHIP.

In 12 Numbers. CONTENTS: No. 1. Text or

diagram hand for beginners, comprising the thirteen small letters of the alphabet, which are of one height and

one width, and the small letters, No. 2. Small letters, with few easy and

capitals and easy words. No. 3. All the long letters above and below the line, and their combinations, and the

small letters, with all the capitals in variety with short easy words. No. 4. Five easy words to the page, of different lengths, with a capital at the com-

mencement of the middle of the page.

No. 5. Ten easy sentences, with capitals at the ends of the lines and some in the middle.

No. 6. Twenty-four sentences, very fine, for a lady's finished hand. No. 10. Commercial forms for boys. No. 11. Commercial forms, cards of compliment. No. 12. Variety alphabets. Gorman, Old English, Roman and Italic print, plain and ornamented. No. 13. Bold commercial writing day-book, reading sentences, commercial terms and first names.

KNOPP'S PRACTICAL SYSTEM OF PENMANSHIP.

In 9 Numbers. PER DOZEN, \$1.25. CONTENTS: No. 1. First principles and contracted letters. No. 2. Stems, loops and contracted letters, combined into words; also figures. No. 3. Formation of plain capitals, with exercises in words. No. 4. Exercises in words; No. 5. Formation of small letters, with exercises in words. No. 6. Exercises in words; No. 7. Twenty-four sentences, very fine, for a lady's finished hand. No. 10. Commercial forms for boys. No. 11. Commercial forms, cards of compliment. No. 12. Variety alphabets. Gorman, Old English, Roman and Italic print, plain and ornamented. No. 13. Bold commercial writing day-book, reading sentences, commercial terms and first names.

KNOPP'S PRACTICAL SYSTEM OF PENMANSHIP.

In 9 Numbers. PER DOZEN, \$1.25. CONTENTS: No. 1. First principles and contracted letters. No. 2. Stems, loops and contracted letters, combined into words; also figures. No. 3. Formation of plain capitals, with exercises in words. No. 4. Exercises in words; No. 5. Formation of small letters, with exercises in words. No. 6. Exercises in words; No. 7. Twenty-four sentences, very fine, for a lady's finished hand. No. 10. Commercial forms for boys. No. 11. Commercial forms, cards of compliment. No. 12. Variety alphabets. Gorman, Old English, Roman and Italic print, plain and ornamented. No. 13. Bold commercial writing day-book, reading sentences, commercial terms and first names.

KNOPP'S PRACTICAL SYSTEM OF PENMANSHIP.

In 9 Numbers. PER DOZEN, \$1.25. CONTENTS: No. 1. First principles and contracted letters. No. 2. Stems, loops and contracted letters, combined into words; also figures. No. 3. Formation of plain capitals, with exercises in words. No. 4. Exercises in words; No. 5. Formation of small letters, with exercises in words. No. 6. Exercises in words; No. 7. Twenty-four sentences, very fine, for a lady's finished hand. No. 10. Commercial forms for boys. No. 11. Commercial forms, cards of compliment. No. 12. Variety alphabets. Gorman, Old English, Roman and Italic print, plain and ornamented. No. 13. Bold commercial writing day-book, reading sentences, commercial terms and first names.

KNOPP'S PRACTICAL SYSTEM OF PENMANSHIP.

In 9 Numbers. PER DOZEN, \$1.25. CONTENTS: No. 1. First principles and contracted letters. No. 2. Stems, loops and contracted letters, combined into words; also figures. No. 3. Formation of plain capitals, with exercises in words. No. 4. Exercises in words; No. 5. Formation of small letters, with exercises in words. No. 6. Exercises in words; No. 7. Twenty-four sentences, very fine, for a lady's finished hand. No. 10. Commercial forms for boys. No. 11. Commercial forms, cards of compliment. No. 12. Variety alphabets. Gorman, Old English, Roman and Italic print, plain and ornamented. No. 13. Bold commercial writing day-book, reading sentences, commercial terms and first names.

KNOPP'S PRACTICAL SYSTEM OF PENMANSHIP.

In 9 Numbers. PER DOZEN, \$1.25. CONTENTS: No. 1. First principles and contracted letters. No. 2. Stems, loops and contracted letters, combined into words; also figures. No. 3. Formation of plain capitals, with exercises in words. No. 4. Exercises in words; No. 5. Formation of small letters, with exercises in words. No. 6. Exercises in words; No. 7. Twenty-four sentences, very fine, for a lady's finished hand. No. 10. Commercial forms for boys. No. 11. Commercial forms, cards of compliment. No. 12. Variety alphabets. Gorman, Old English, Roman and Italic print, plain and ornamented. No. 13. Bold commercial writing day-book, reading sentences, commercial terms and first names.

KNOPP'S PRACTICAL SYSTEM OF PENMANSHIP.

In 9 Numbers. PER DOZEN, \$1.25. CONTENTS: No. 1. First principles and contracted letters. No. 2. Stems, loops and contracted letters, combined into words; also figures. No. 3. Formation of plain capitals, with exercises in words. No. 4. Exercises in words; No. 5. Formation of small letters, with exercises in words. No. 6. Exercises in words; No. 7. Twenty-four sentences, very fine, for a lady's finished hand. No. 10. Commercial forms for boys. No. 11. Commercial forms, cards of compliment. No. 12. Variety alphabets. Gorman, Old English, Roman and Italic print, plain and ornamented. No. 13. Bold commercial writing day-book, reading sentences, commercial terms and first names.

KNOPP'S PRACTICAL SYSTEM OF PENMANSHIP.

In 9 Numbers. PER DOZEN, \$1.25. CONTENTS: No. 1. First principles and contracted letters. No. 2. Stems, loops and contracted letters, combined into words; also figures. No. 3. Formation of plain capitals, with exercises in words. No. 4. Exercises in words; No. 5. Formation of small letters, with exercises in words. No. 6. Exercises in words; No. 7. Twenty-four sentences, very fine, for a lady's finished hand. No. 10. Commercial forms for boys. No. 11. Commercial forms, cards of compliment. No. 12. Variety alphabets. Gorman, Old English, Roman and Italic print, plain and ornamented. No. 13. Bold commercial writing day-book, reading sentences, commercial terms and first names.

KNOPP'S PRACTICAL SYSTEM OF PENMANSHIP.

In 9 Numbers. PER DOZEN, \$1.25. CONTENTS: No. 1. First principles and contracted letters. No. 2. Stems, loops and contracted letters, combined into words; also figures. No. 3. Formation of plain capitals, with exercises in words. No. 4. Exercises in words; No. 5. Formation of small letters, with exercises in words. No. 6. Exercises in words; No. 7. Twenty-four sentences, very fine, for a lady's finished hand. No. 10. Commercial forms for boys. No. 11. Commercial forms, cards of compliment. No. 12. Variety alphabets. Gorman, Old English, Roman and Italic print, plain and ornamented. No. 13. Bold commercial writing day-book, reading sentences, commercial terms and first names.

KNOPP'S PRACTICAL SYSTEM OF PENMANSHIP.

In 9 Numbers. PER DOZEN, \$1.25. CONTENTS: No. 1. First principles and contracted letters. No. 2. Stems, loops and contracted letters, combined into words; also figures. No. 3. Formation of plain capitals, with exercises in words. No. 4. Exercises in words; No. 5. Formation of small letters, with exercises in words. No. 6. Exercises in words; No. 7. Twenty-four sentences, very fine, for a lady's finished hand. No. 10. Commercial forms for boys. No. 11. Commercial forms, cards of compliment. No. 12. Variety alphabets. Gorman, Old English, Roman and Italic print, plain and ornamented. No. 13. Bold commercial writing day-book, reading sentences, commercial terms and first names.

KNOPP'S PRACTICAL SYSTEM OF PENMANSHIP.

In 9 Numbers. PER DOZEN, \$1.25. CONTENTS: No. 1. First principles and contracted letters. No. 2. Stems, loops and contracted letters, combined into words; also figures. No. 3. Formation of plain capitals, with exercises in words. No. 4. Exercises in words; No. 5. Formation of small letters, with exercises in words. No. 6. Exercises in words; No. 7. Twenty-four sentences, very fine, for a lady's finished hand. No. 10. Commercial forms for boys. No. 11. Commercial forms, cards of compliment. No. 12. Variety alphabets. Gorman, Old English, Roman and Italic print, plain and ornamented. No. 13. Bold commercial writing day-book, reading sentences, commercial terms and first names.

KNOPP'S PRACTICAL SYSTEM OF PENMANSHIP.

In 9 Numbers. PER DOZEN, \$1.25. CONTENTS: No. 1. First principles and contracted letters. No. 2. Stems, loops and contracted letters, combined into words; also figures. No. 3. Formation of plain capitals, with exercises in words. No. 4. Exercises in words; No. 5. Formation of small letters, with exercises in words. No. 6. Exercises in words; No. 7. Twenty-four sentences, very fine, for a lady's finished hand. No. 10. Commercial forms for boys. No. 11. Commercial forms, cards of compliment. No. 12. Variety alphabets. Gorman, Old English, Roman and Italic print, plain and ornamented. No. 13. Bold commercial writing day-book, reading sentences, commercial terms and first names.

KNOPP'S PRACTICAL SYSTEM OF PENMANSHIP.

In 9 Numbers. PER DOZEN, \$1.25. CONTENTS: No. 1. First principles and contracted letters. No. 2. Stems, loops and contracted letters, combined into words; also figures. No. 3. Formation of plain capitals, with exercises in words. No. 4. Exercises in words; No. 5. Formation of small letters, with exercises in words. No. 6. Exercises in words; No. 7. Twenty-four sentences, very fine, for a lady's finished hand. No. 10. Commercial forms for boys. No. 11. Commercial forms, cards of compliment. No. 12. Variety alphabets. Gorman, Old English, Roman and Italic print, plain and ornamented. No. 13. Bold commercial writing day-book, reading sentences, commercial terms and first names.

KNOPP'S PRACTICAL SYSTEM OF PENMANSHIP.

In 9 Numbers. PER DOZEN, \$1.25. CONTENTS: No. 1. First principles and contracted letters. No. 2. Stems, loops and contracted letters, combined into words; also figures. No. 3. Formation of plain capitals, with exercises in words. No. 4. Exercises in words; No. 5. Formation of small letters, with exercises in words. No. 6. Exercises in words; No. 7. Twenty-four sentences, very fine, for a lady's finished hand. No. 10. Commercial forms for boys. No. 11. Commercial forms, cards of compliment. No. 12. Variety alphabets. Gorman, Old English, Roman and Italic print, plain and ornamented. No. 13. Bold commercial writing day-book, reading sentences, commercial terms and first names.

KNOPP'S PRACTICAL SYSTEM OF PENMANSHIP.

In 9 Numbers. PER DOZEN, \$1.25. CONTENTS: No. 1. First principles and contracted letters. No. 2. Stems, loops and contracted letters, combined into words; also figures. No. 3. Formation of plain capitals, with exercises in words. No. 4. Exercises in words; No. 5. Formation of small letters, with exercises in words. No. 6. Exercises in words; No. 7. Twenty-four sentences, very fine, for a lady's finished hand. No. 10. Commercial forms for boys. No. 11. Commercial forms, cards of compliment. No. 12. Variety alphabets. Gorman, Old English, Roman and Italic print, plain and